

2018-19

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.

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2017-20 Plan Summary

The Story

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

Sierra Unified School District (SUSD), located in eastern Fresno County, serves 1292 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 distinct school campuses within the District. The District is made up of Foothill Elementary School (grades TK-6); Sierra Junior High School (grades 7-8); Sierra High School (grades 9-12); and an Alternative Education Center (grades 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 share staff and are housed together on the Sierra campus. The District's student enrollment includes: 65% White, 18% Hispanic, 14% American Indian and 3% other student groups. The student population includes 49.1% Socioeconomically Disadvantaged, 12.6% 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.

The key features of the 2018-19 LCAP reflect strategies to address areas in which expected outcomes were not met. The areas that did not meet the expected annual outcomes can be broadly stated as less than expected student achievement in mathematics, little growth in the percentage of

students prepared for college and less than expected improvement in students' regular school attendance. What follows is a list of the additional services provided to students in year two (2018-2019) of the 2017-2020 LCAP intended to address each of the areas of concern.

Mathematics curriculum, at the secondary level, will be reviewed and revised over the next two-to three summers to ensure consistent instructional strategies and closer alignment to the California Standards and SBAC claims. The work completed during the summer of 2018 will focus on courses and standards taught in grades 7-9. The collaborative effort will include all math teachers in grades seven through nine to ensure consensus on essential elements of instruction and practice.

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

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

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

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

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the 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.

Greatest Progress

California School Dashboard

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

Sierra Unified Equity Report

Blue (Very High) - Graduation Rate (9-12)

Yellow (Medium) - Suspension Rate (K-12)

Yellow (Medium) - English Language Arts (3-8)

57.7% Prepared - 33% Approaching Prepared (New Indicator) - College/Career (9-12)

Sierra Unified Student Group Report

Blue (Very High) - Graduation Rate for Socio-Economically Disadvantaged Students

Alternative Discipline Methods

All teachers in the District received a full day of Positive Discipline training at the onset of the 2017-18 school year. Foothill Elementary School also provided their teaching staff and instructional support personnel with an additional two days of training. This training will be extended to both Sierra Junior Senior High, Alternative Education and remaining Foothill staff next year as we move toward a trauma informed instructional environment for all students in all schools. A significant improvement in school culture/climate was noted at alternative education in both their surveys and stakeholder meetings. The suspension rate (K-12) declined .9% overall and the students with disabilities student group declined 10.7%.

Sierra Unified Equity Report indicates that the Suspension indicator for foster/homeless youth and Native American students is Red. While the total number of foster youth is small at 20, 25% of this student group was suspended one or more times. Native American students' suspension rate was 9.7% over the 2016-2017 school term and preliminary data indicates a decrease over 4% to 5.3% (using preliminary data for 2017-2018. District data indicates that with the implementation of Restorative Discipline and Positive Behavioral Interventions & Support, the suspension rate has declined from 9.6% in 2014-2015 to just over 4% in 2017-2018, using uncertified data (calpads data is not yet available). 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. During the 2018-2019 school year all remaining school teaching and support staff will undergo a two-day training in positive discipline.

Parent Education

Parent University is in its second year of implementation. Workshops this year have focused on school attendance and positive parenting training.

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:
Mathematics Achievement Overall is Orange (Low)

Stakeholder Input:

Sierra Unified held 16 LCAP meetings to gather input from parents/guardians, students, community members, and staff members. Stakeholder input centered on the need for greater parent involvement in course planning and selection, and improved school to home communication overall. Stakeholders, parents and student groups, identified a need for higher expectations and academic rigor across all grades for all students. Stakeholders also expressed the need for additional mental health support services for students.

The District student chronic absenteeism rate in 2016-17 was 20.9% overall. The American Indian student group was 38.5%. District allocation of financial resources to provide mental health support services will help address this need. Parent University (Parent education) has also made this a focus for the provided trainings this year. The District SARB will continue to function and refine its practices.

Math (3-8) overall performance indicator is Orange. The District is in year 1 of implementation of a CA State Standard aligned mathematics curriculum in grades K-6. Professional development was provided that focused on the implementation of the new curriculum. In grades TK-6, teachers are developing and refining curriculum and assessment maps. In grades 7-12 the math curriculum and instructional practices are being reviewed and revised over the coming summers to improve alignment, rigor, and access. The District will continue to refine the 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 mathematics instruction and curriculum implementation.

The District's College Readiness indicators are low. The percentage of students who participate in the SAT, Advanced Placement courses and pass rate for AP exams, and the completion of A-G requirements continue to be areas of need. The District recognizes this need and is implementing several measures to improve performance in these areas. Office hours/tutorial support and student preparation sessions for SAT and AP exams will be offered. The PSAT will be offered to 8th graders beginning in 2018-19 and the results of both the 8th and 10th PSAT will be analyzed in a student/staff meeting. A counseling session will be held with every 7th and 9th grade student and his/her parent(s) to create a four-year educational plan.

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?

Performance Gaps

Student performance in English Language Arts was Yellow (medium) for all students and Red (very low) for students with disabilities. To address this area of concern, teachers of students with disabilities are working to increase scaffolding measures and provide access to standards aligned curriculum.

The suspension indicator was Yellow (medium) for all students and Red for foster/homeless youth and Native American students. This will be addressed through the continued implementation of restorative practices, positive behavior intervention and supports, positive discipline and the addition of mental health services. Preliminary data for 2017-2018 indicates progress in this area has been made.

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.

Increased or Improved services

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	\$15,988,399
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	\$14,254,004.00

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 \$1,804,321, which are detailed below:

Special Education (both Federal and state funded) \$1,037,948, Federal funds including Title II, Part A (Improving Teacher Quality) \$46,387, Title I (Low Income) \$44,531, Title 7 (Indian Education) \$51,334, VEA Perkins (Vocational Education) \$13,682, Title VI (Rural and Low Income Schools) \$28,300, State funds for Agricultural Vocational Education \$21,872, Career Technical Education Incentive Grant \$53,060 and One-time Expenditures \$206,304, Retiree health benefits \$155,589, transfers to the Cafeteria fund \$58,220 and Ponderosa Day Care \$87,094.

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	\$13,874,096

Annual Update

LCAP Year Reviewed: **2017-18**

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

Goal 1

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

State and/or Local Priorities addressed by this goal:

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

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

Annual Measurable Outcomes

Expected

Actual

Metric/Indicator

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

17-18

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

Baseline

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

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

Metric/Indicator

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

2016-2017 CAASPP Scores (distance from Level 3)

ELA - Average Distance from Level 3 = -14.9

White = + 7.9

Native = +12.1

Expected

17-18

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 show and average growth of 5 points or more.

Baseline

2. 2015-16 CAASPP scores:
ELA = -23 points from Level 3
Math = -40 points from Level 3

Metric/Indicator

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

17-18

3. Sufficient core instructional materials as measured by September 2017 board resolution of "Sufficiency of Instructional Materials."

Baseline

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

Metric/Indicator

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

17-18

4. 2016-2017 Physical Fitness Testing as measured by percent above state average:
5th = +25 or more
7th = +25 or more
9th = +8

Baseline

4. 2015-16 Physical Fitness Testing as measured by percent above state average:
5th = +29
7th = +24
9th = +5

Actual

Hispanic = +2.2
Low Income = -+5.4
Students with Disabilities = -17.8

Math - Average Distance from Level 3 = -37.7

Growth of student groups:

White = +2
Native = +4.3
Hispanic = +3.6
Low Income = +3
Students with Disabilities = -7.6

Sufficient core instructional materials were available to all students as verified by the September 2017 governing board resolution declaration of "Sufficiency of Instructional Materials" Resolution #04-17/18.

2016-2017 Physical Fitness Testing will exceed the State Healthy Fitness Zone as measured by meeting the Healthy Fitness Zone in 5 of 6 fitness standards:
5th = +35.6 or more
7th = +11.6 or more
9th = +1

Expected

Metric/Indicator

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

17-18

5. Full implementation of California State Standards to be measured by State Reflection tool with an average score of 4.0 or higher.

Baseline

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

Actual

The state standards have been implemented at 4.0 as measured by the State Reflection Tool.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1. Ensure properly credentialed teachers, with no misassignments or vacancies.	1. 100% of all teachers were properly credentialed. There were no misassignments or vacancies.	Personnel LCFF \$5,971,776	Personnel LCFF \$5,696,894
		4000-4999: Books And Supplies LCFF \$36,599	4000-4999: Books And Supplies LCFF \$36,599
		5000-5999: Services And Other Operating Expenditures LCFF \$266,319	5000-5999: Services And Other Operating Expenditures LCFF \$503,198
		6000-6999: Capital Outlay LCFF \$84,850	6000-6999: Capital Outlay LCFF \$84,850

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2. Provide standards-aligned, district/state approved instructional materials.	2. Year 2 of implementation of CA approved English Language Arts curriculum in grades TK-11. World of Wonders (TK), Wonders (K-6) and Study Sync (7-11) are utilized - all programs are published by McGraw-Hill. Grade 12 utilizes the	4000-4999: Books And Supplies LCFF \$166,350	4000-4999: Books And Supplies LCFF \$301,227
			4000-4999: Books And Supplies Lottery \$61,388

Expository Reading and Writing Curriculum (ERWC) - a curriculum developed by the California State University System. Year 1 of implementation of CA approved math curriculum in grades K-6. CA Go Math was selected. Grades 7-12 completed the History Social Science adoption process and pending final Board approval, will purchase new instructional materials for implementation in 2018-19.

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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.</p>	<p>3. Provided ongoing professional learning, through 2 additional contract days and early release time in the following areas: * Positive Discipline Training * CA Go Math Training * Chromebooks in the Classroom * Google Classroom * Mental Health First Aid * Kagan Structures for Student Engagement - Day 3 * California Assessment of Student Performance and Progress (CAASPP) - Digital Library, Interim Assessments, Testing Procedures * English Language Arts and Math Curriculum Mapping * IXL Digital Math Support (Grades 7-12) * Review of Student Data from District Learning Assessments</p>	<p>1000-1999: Certificated Personnel Salaries LCFF \$56,354</p> <p>5000-5999: Services And Other Operating Expenditures LCFF \$1,900</p>	<p>1000-1999: Certificated Personnel Salaries LCFF \$60,373</p> <p>5000-5999: Services And Other Operating Expenditures LCFF \$1,900</p> <p>Educator Effectiveness Grant 5000-5999: Services And Other Operating Expenditures Other \$76,892</p>

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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.</p>	<p>4. District Learning Assessments (DLAs) were administered in ELA and Math once every 12 weeks in grades K-12. Data reports were generated by Illuminate providing teachers and administration with an analysis of the results. Instruction was adjusted based on information from the DLA results to support student growth and close the achievement gap between all students and all student groups.</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF \$25,984</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF \$25,984</p>

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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.</p>	<p>5. Instructional support through academic coaching and the actions of the Director of Curriculum and Instruction were provided to further student learning and built teacher capacity in differentiating instruction to reach unduplicated student groups. Due to a late retirement and lack of qualified teachers, one of the academic coaches (Foothill Elementary School) was reassigned to the classroom. Instructional support was provided to Foothill Elementary by the Director of Curriculum and Instruction.</p>	<p>Personnel LCFF \$251,084 Personnel Title I \$86,222</p>	<p>Personnel LCFF \$240,186 Personnel Title I \$0</p>

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:

3. Further training/support is needed in the area of differentiating instruction to reach unduplicated student groups.
4. Further refinement of the District Learning Assessments is needed.

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

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

1. EAMO 1 was achieved in that the District had 100% of all teachers properly credentialed with no misassignments or vacancies.
2. EAMO 2, an improvement of 5 points in the average distance from Performance Level 3 on the ELA and Math CAASPP was achieved in language arts but not in mathematics. Average English Language Arts scaled scores improved by 8.1 points, 3.1 points above the expected outcome. A gain of 2.3 points was realized in Math; however, this was -2.7 points below the expected outcome.

The District is in year 2 of implementation of new State adopted ELA instructional materials and year 1 of implementation of new State adopted Math instructional materials. The District implemented District Learning Assessments every 12 weeks in Math and ELA and administered the CAASPP Interim Comprehensive Assessments (ICAs) mid-year to monitor student progress toward mastery of State standards. While progress was made in ELA, a review of outcomes on local assessments, rigor and alignment with standards will be a focus of professional learning community work in math and language arts instruction in year three.

3. The EAMO for adequate instructional materials was achieved. The Board certified, in September, that access to standards-aligned instructional materials was met. There were no Williams Act complaints.
4. The EAMO was partially achieved for Physical Fitness Testing. Grade 5 exceeded the goal of 25% above the state average with an average of 35.6%. However, with an average of 11.6%, grade 7 did not reach the goal of 25%. Grade 11 had an average of 1% and therefore did not meet the goal of 8% above the state average. Physical education teachers will be provided with the outcome data for their students in order to develop a plan for improvement and a greater focus on fitness.
5. EAMO 5 (Full implementation of California State Standards to be measured by State Reflection tool with an average score of 4.0 or higher) was achieved.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The overall budget for this goal was \$6,947,438. Estimated actual expenditures are \$6,714,083. The main difference is due to retirements that occurred after the LCAP was adopted, the reduction of one Academic Coach, the addition of Lottery funds for Instructional Materials and a carryover of the Educator Effectiveness grant that was utilized for Professional Development. Additionally, there were changes to the distribution of costs between LCFF and Title I based on the Supplemental funds to be spent for the year.

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 will remain as written in 2018-19.

The following changes were made to the EAMOs for 2018-2020:

EAMO 2: Changed to reflect that 2017-2018 CAASPP scores for all students will improve to:

ELA = -10 points from Level 3

Math = -33 points from Level 3

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

EAMO 4: Changed to reflect that 2017-2018 Physical Fitness Testing as measured by percent above state average:

5th = +10 or more

7th = +10 or more

9th = +5 or more

The following Planned Actions/Services were modified:

Actions/Services 3 was modified to read: 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 contract professional development days and weekly late-start meetings. 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.

Actions/Services 5 was modified to read: Unduplicated pupils have the lowest performance on the math and ELA CAASPP assessments. To address this need, SUSD will support teachers by providing training and support through coaching via the Academic

Coach for grades 7-12 and a Director of Education Services. It is the expectation that by providing instructional support through an Academic Coach and the Director of Education Services unduplicated pupil performance on the Math and ELA CAASPP will improve.

The following Planned Actions/Services were added:

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

7. Review of the 2017 CAASPP results show that unduplicated students perform well behind their peers in mathematics and therefore receive the greatest benefit from a revision of the mathematics curriculum to include identification of essential standards, inclusion of skill development and practical application. To address this need, the math program at the secondary level will undergo extensive review and re-development toward a more engaging and accessible model.

Annual Update

LCAP Year Reviewed: **2017-18**

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

Goal 2

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

State and/or Local Priorities addressed by this goal:

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

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

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator 1. Percentage of students successfully completing A-G requirements for college entrance</p> <p>17-18 1. Students meeting A-G requirements will meet or exceed the state average for all students and for each student group in 2016-2017. Students not meeting the state average completion rate will improve by 5% or more.</p> <p>Baseline 1. All students meeting A-G requirements: 2015-2016 = 43.9%</p>	<p>1. All students meeting A-G requirements: 2015-2016 = 43.9% White = 50.0% Native American = 7.1% Hispanic = 43.8% Socio-Economically Disadvantaged = 20.8%</p> <p>*Please note: Student group data was added to the baseline data for clarity in demonstrating whether or not all students and each student group met the Expected Annual Measurable Outcome (EAMO) 2016-2017 - Sierra Unified = 40.5%; State = 46.8% White - Sierra Unified = 44.6%; State = 52.1% Native - Sierra Unified = 14.3%; State = 28.6% Hispanic - Sierra Unified = 41.7%; State = 39.4% Socio-Economically Disadvantaged - Sierra Unified = 21.9%; State = 38.5%</p> <p>Met for Hispanic and Native American students.</p>

Expected

Metric/Indicator

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

17-18

2. CTE Plan adopted by governing board; 2017-18 Plan goals met

Baseline

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

Metric/Indicator

3. English Learner reclassification rate

17-18

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

Baseline

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

Metric/Indicator

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

Actual

2. Plan Adopted 8/17 by Governing Board.

Completed the following tasks identified for 2017-2018

- Implement Junior High Elective Wheels for both 7th & 8th grade
- Administer career interest survey for junior high students
- Review and revise pathway components: standards, scope and sequence, pathway flow charts and available certifications: working on the Ag. Mechanics Pathway
- Submit proposal and seek Board approval for policy update related to graduation requirements
- Implement College and Career Night for grades 7-12 (establish a partnership with Minarets High School through the Gilbert Scholarship)
- Initiate research and development for concurrent enrollment opportunities
- Build professional capacity by providing CTE instructors and academic counselors with professional training
- Establish partnerships with community colleges and local businesses
- Evaluate facility and equipment needs
- CTE plan implementation report to the Board

3. 2017-2018 Reclassification rate = 29.4%

4. The CELDT assessment was not administered in the 2107-2018 school year. Instead, the English Learners (ELPAC) was administered. The scores below are from the newly instituted ELPAC assessment and will serve as baseline data going forward.

ELPAC assessment progress is reported average score distance from level 3.

Expected

17-18

4. English Learner academic progress as measured by the state assessment will improve by 3% over 2017 in each subtest and the overall CELDT.

Baseline

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

2017 Scores:

CELDT = 512

Comprehension = 505

Listening = 509

Reading = 501

Speaking = 538

Writing = 479

Metric/Indicator

5. High School graduation rate

17-18

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.

Baseline

5. High school graduation rate:

2015-2016:

All Students = 93.4%

White = 96.4%

Native American = 93.3%

Hispanic = 84.2%

Low Income = 90.5%

Students with Disabilities = 58.3%

Metric/Indicator

6. Percentage of students taking SAT and SAT performance

Actual

Overall = 27 points above level 3
Oral Language = 55 points above level 3
Written Language = 1 point below level 3

5. Graduation Rate for 2016-2017

All Students = 98.4%

White Students = 97.8%

Native American Students = 100%

Hispanic Students = 100%

Low Income Students = 97.6%

Students with Disabilities = 91.7%

6. Please Note: SAT information for this EAMO is based on the number of graduates who took the assessment (based on calculations from reports provided by College Board, Official results for 2016-2017 are not available until the fall of 2017. Please note that benchmarks as stated are incorrect. Review of data on the California Department of Education Website for 2015-2016 indicates the following:

Recalculated Baseline Participation Rate for 2016 Graduates

Expected

17-18

6. SAT participation rate:

2016-2017

All students = 53%

Student groups not meeting the 53% target will improve by 5% or more.

Average SAT scores in 2017

Reading/Writing = 577

Math = 553

Benchmarks met = 66%

Baseline

6. SAT participation rate:

2015-2016

All students = 51%

White = 68.2%

Native American = 13.3%

Hispanic = 63.2%

Low Income = 33.3%

Average SAT scores in 2016

Reading/Writing = 572

Math = 548

Benchmarks met = 64.6%

Metric/Indicator

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

17-18

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%

Actual

All students = 42.7%

White = 74.4%

Native American = 0%

Hispanic = 19.1%

Low Income = 19.1%

2017-2018 Results:

Participation Rate for 2017 Graduates

All students = 40.9%

White = 77.3%

Native American = 9%

Hispanic = 11.3%

Low Income = 8.2%

Baseline - Average SAT scores for 2016 Graduates

Reading = 538

Writing = 518

Math = 521

Percentage over 1500 = 62.2%

2017-2018 Results:

Average SAT scores for 2017 Graduates

Reading/Writing = 562

Math = 545

7. The percentage of students in grades 10 - 12 enrolled in at least one advanced placement course in the 2017-2018 school year = 28.1%

2017-2018 AP Enrollment by Student Group:

White = 31.1%

Native = 19.1%

Hispanic = 20.0%

Low Income = 18.1%

Students with disabilities = 0%

The percentage of advanced placement scores at 3, 4, or 5 in the 2016-2017 school year = 39.8%

Expected

Baseline

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%.

Metric/Indicator

8. Career-Technical Education pathway completion rate

17-18

8. The CTE pathway completion rate for all students and all student groups will meet or exceed the state average for CTE pathway completion.

Baseline

8. The CTE pathway completion rate for graduating seniors:
2015-2016

All students = 46%
White = 44%
Native American = 59%
Hispanic = 50%
Low Income = 46%
Students with Disabilities = 43%

Metric/Indicator

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

17-18

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.

Actual

8. The CTE pathway completion rate for graduating seniors in 2016-2017 - State Data Not Available 2016-2017,;

All graduating seniors = 51.5%
White = 54.4%%
Native American =63.6%
Hispanic = 27.3%
Low Income = 20%
Students with Disabilities - 33%

9. The college ready rate as measured by EAP (Exceeds Standards on CAASPP) for 2016- 2017:

SUSD All Students	State All Students
Math = 10%	Math = 13%
ELA = 30%	ELA = 28%
White	White
Math = 8%	Math = 19%
ELA = 31 %	ELA = 40%

Expected

Baseline

9. The college ready rate as measured by EAP (measured by the number of students scoring a 4 on the CAASPP):

2015-2016

All Students

Math = 12%

ELA = 26%

White

Math = 13%

ELA = 29%

Native American

Math = 10%

ELA = 7%

Hispanic

Math = 8%

ELA = 16%

Low Income

Math = 7%

ELA = 13%

Actual

Native American

Math = 14%

ELA = 36%

Native American

Math = 6%

ELA = 18%

Hispanic

Math = 18%

ELA = 18%

Hispanic

Math = 5%

ELA = 18%

Low Income

Math = 0%

ELA = 17%

Low Income

Math = 6%

ELA = 17%

Metric/Indicator

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

17-18

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

Baseline

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

10. All students have access to a broad course of studies as measured by schools' master schedules and Edgenuity online course options

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1. Provide online and blended learning opportunities for students	1. Online and blended learning opportunities were provided for	Personnel LCFF \$65,294	Personnel LCFF \$64,581

in alternative education and for students in need of credit recovery in order to provide access to A-G courses.

students in alternative education and for students in need of credit recovery in order to provide access to A-G courses.

4000-4999: Books And Supplies
LCFF \$2,390

4000-4999: Books And Supplies
LCFF \$2,390

Action 2

Planned Actions/Services

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

Actual Actions/Services

2. Additional counseling services and a Native American Mentor Coordinator were provided to support improved academic and career education outcomes.

Budgeted Expenditures

Personnel LCFF \$147,037

Personnel Title I \$26,551

Estimated Actual Expenditures

Personnel LCFF \$136,441

Personnel Title I \$26,218

Action 3

Planned Actions/Services

3. Low income, English Learners, and Foster Youth students are underrepresented in college preparatory, honors and advanced placement courses. To address this opportunity deficit, a systematic, academic response to intervention program at the secondary level will be provided.

Actual Actions/Services

3. A systematic, academic response to intervention program at the secondary level was not provided. Support classes in ELA and Math continued to be provided at the secondary level. A digital program (IXL) was implemented to provide skill support to math students.

Budgeted Expenditures

Personnel LCFF \$85,825

Estimated Actual Expenditures

Personnel LCFF \$89,940

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.



Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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.</p>	<p>4. A targeted, systematic approach to learning intervention and support was provided in grades TK-6. TK support is provided by the classroom teacher. Kindergarten support is provided on a push-in basis by Response to Intervention (RtI) staff. Support is provided in grades 1-6 using a deployment model based on individual student need.</p>	<p>Personnel LCFF \$40,173 Personnel Title I \$96,595</p>	<p>Personnel LCFF \$50,173 Personnel Title I \$94,714</p>

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>5. Develop and implement a structured program of advanced learning opportunities, available to a broad range of students in grades 4-6.</p>	<p>5. Advanced learning opportunities, available to a broad range of students in grades 4-6, were provided. Opportunities included: book club, rockets,</p>	<p>4000-4999: Books And Supplies LCFF \$1,500</p>	<p>1000-1999: Certificated Personnel Salaries LCFF \$1,500</p>

guitar, Mono language, and computer coding.

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
6. Provide weekly access to instruction embedded technology in order to increase access and proficiency in 21st Century Learning Skills.	6. Weekly access to instruction embedded technology in order to increase access and proficiency in 21st Century Learning Skills was provided through the addition of classroom sets of Chromebooks in grades 4-6, English language arts and math courses grades 7-12, and special education classes. Computer labs are also available at each site.	Personnel LCFF \$133,317	Personnel LCFF \$136,026

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
7. Provide relevant career-technical education pathways based on employability, earning potential and student interest in order to increase student achievement in career education.	7. Relevant career-technical education pathways based on employability, earning potential and student interest in order to increase student achievement in career education were provided. District pathways include: Agricultural Mechanics, Animal Science, Patient Care, and Production and Managerial Arts.	Personnel LCFF \$452,809	Personnel LCFF \$458,347

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
8. Provide professional training, oversight of service delivery, and support, to teachers of students with disabilities (SWD) to increase	8. Professional training, oversight of service delivery, and support, was provided to teachers of students with disabilities (SWD) and support staff to increase	Personnel LCFF \$105,574	Personnel LCFF \$112,398

student access to a broad course of study.

student access to a broad course of study. Professional training was provided to teachers in the areas of autism and dyslexia. Support staff received training in general procedures, de-escalation, and behavior intervention.

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
9. Provide instructional para-professionals to increase engagement and support for students with disabilities to maximize course access.	9. Instructional para-professionals were provided to increase engagement and support for students with disabilities to maximize course access.	Personnel LCFF \$372,471	Personnel LCFF \$381,395

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	10. A paraprofessional for English Learner (EL) students was provided to support them in accessing the curriculum which will result in a greater percentage of students being reclassified.	Personnel LCFF \$19,348	Personnel LCFF \$20,511

Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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11. Develop a districtwide career education program focusing on awareness in elementary grades and practical experiences and counseling at the secondary level.

11. A District Career and Technical Education (CTE) plan was approved. An elementary grades program focusing on career awareness has not been implemented. A career exploration class was added at grade 7. Counseling services have been increased at the secondary level.

Not Applicable Not Applicable 0

Not Applicable Not Applicable 0

Analysis

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

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

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

3. A systematic Response to Intervention program was not implemented at the secondary level.

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

The District fully achieved 4 of the 10 Expected Annual Measurable Outcomes (EAMO); partial progress was made on 3 of the EAMOs; the District did not meet 3 of the EAMOs.

Achieved:

2. The EAMO for a Board adopted Career Technical Education plan was achieved.

3. The EAMO for an English Learner reclassification rate of 20% or higher for 2017-18 was achieved.

5. The EAMO for High school graduation rate was achieved. All groups had a graduation rate of 93% or higher except for the Students with Disabilities student group. However, the Students with Disabilities student group rate did improve more than 5% with 11 of the 12 students receiving a diploma and one student receiving a certificate.

10. The EAMO was achieved for students' access to a broad course of study as verified by the schools' master schedules.

Partially Achieved:

6. The EAMO for percentage of students taking the SAT and SAT performance was partially achieved. The only two student groups that achieved the goal for percentage of students taking the SAT were White and Native American. The average scores on the SAT increased in both Reading and Math.

7. The EAMO for Advanced Placement participation rate was met. The District did not achieve the goal for the percentage of advanced placement scores at 3, 4, or 5.

8. The EAMO for the CTE pathway completion rate included a comparison to State completion rate, which was not available for comparison purposes. The overall pathway completion rate increased for all students, white students and Native American students. The pathway completion rate declined for Hispanic students, students with disabilities, and low income students.

Did Not Achieve:

1. The District did not achieve EAMO 1 (Students meeting A-G requirements will meet or exceed the state average for all students and for each student group in 2017-2018. Students not meeting the state average completion rate will improve by 5% or more). All groups declined except Native American which had a 7.2% increase and SED had a 1.1% increase; however both the Native American and SED student groups are still below the state average.

4. The EAMO for English Learner academic progress as measured by the state assessment will improve by 3% over 2017 in each subtest and the overall CELDT was not achieved; students grew 1% instead of 3% overall but met the reclassification goal.

9. The EAMO for All students and all student groups will meet or exceed the state average for college ready rate as determined by EAP was not achieved.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Budgeted expenditures for this goal were \$1,548,884. Estimated actual expenditures are \$1,555,876. Reductions in the cost of the additional Counseling services were offset by increases in Classified salaries based on a negotiated salary increase.

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 will remain as written in 2018-19.

The following changes were made to the EAMOs for 2018-2020:

EAMO 2: Changed to read: Implementation and review of the SUSD Career-Technical Education Plan yearly tasks.

EAMO 3 and 4: Changed to reflect the 2017-18 transition from the CELDT to the ELPAC.

EAMO 6: Changed to reflect corrected Baseline data (2015-16 data was incorrectly reported) and revise the target to 45% for all students. The percentage of growth for all student groups not meeting the 45% will remain at 5%. The percentages will be based on the number of graduating seniors who took the SAT divided by the number of total number of graduating seniors overall and for each student group.

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

The following EAMOs were added for 2018-2020:

EAMO 11: The College and Career Index will be 60% or higher. The baseline data for 2016-17 was 57.1%.

EAMO 12: The percentage of students participating in Dual Enrollment will be 10% of the graduating class. This is a new educational opportunity; therefore, there is no baseline data available for 2017-18.

The following Planned Actions/Services were modified:

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

The following Planned Actions/Services were added/adjusted:

12. The opportunity gap for unduplicated student populations in Sierra Unified appears in elementary school and persists through graduation. As a result, these students are less likely to take coursework that will prepare them for college and career. In order to close the opportunity gap, Sierra Unified will provide staff office hours to provide tutoring and support to secondary students; college entrance test preparation opportunities; and support for dual enrollment courses.

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

14. The opportunity gap for unduplicated student populations in Sierra Unified appears in elementary school and persists through graduation. As a result, these students are less likely to take coursework that will prepare them for college and career. In order to close the opportunity gap, the District will provide Advanced Placement (AP) training opportunities for staff.

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

Annual Update

LCAP Year Reviewed: **2017-18**

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

Goal 3

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

State and/or Local Priorities addressed by this goal:

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

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

Annual Measurable Outcomes

Expected

Actual

Metric/Indicator

1. Facilities Inspection Tool (FIT) rating

17-18

1. FIT results 2017-18:

Sierra Jr./Sr. High = 100% (exemplary)

Foothill Elementary = 100% (exemplary)

Sandy Bluffs/Alternative Ed = 100% (exemplary)

Baseline

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 = 95.2% (good)

Foothill Elementary = 99.4% (exemplary)

Sandy Bluffs/Alternative Ed = 97.9% (good)

Expected

Metric/Indicator

2. Student suspension rates.

17-18

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.

Baseline

2. Suspension rate 2016-17:

SUSD = 5.0%

White = 4.1%

Native American = 9.6%

Hispanic = 4.1%

Low Income = 8.2%

Student with Disabilities = 10.7%

Metric/Indicator

3. Student expulsion rates.

17-18

3. The expulsion rate in 2017-18 for all students and all student groups will be at or below .5%.

Baseline

3. Expulsion rate 2016-17:

SUSD expulsion rate = 0.0%

Metric/Indicator

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

17-18

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.

Actual

2. Suspension rate in 2017-18 for all students was 4.3% with a decline of 0.8%.

SUSD = 4.3% (Declined 0.7%)

White = 3.8% (Declined 0.3%)

Native American = 5.7% (Declined 3.9%)

Hispanic = 4.1% (Declined 0.0%)

Low Income = 5.3% (Declined 2.9%)

Students with Disabilities = 6.9% (Declined 3.8%)

3. The expulsion rate in 2017-18 for all students and all student groups was 0.0%.

4. The student attendance rate in 2017-18 for all students is 94.0%. Student attendance rates for specific student groups was as follows:

White = 94.4%

Native American = 92.1%

Hispanic = 93.6%

Low Income = 93.1%

Students with Disabilities = 92.1%

Expected

Baseline

4. Attendance rate for 2016-2017
SUSD = 93.3%
White = 93.8%
Native American = 91.1%
Hispanic = 93.4%
Low Income = 92.0%
Student with Disabilities = 92.1%

Metric/Indicator

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

17-18

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.

Baseline

5. Student chronic absenteeism rate 2016-17:
SUSD chronic absentee rate = 15.5%
White = 12.4%
Native American = 29.3%
Hispanic = 13.7%
Low Income = 20.8%
Student with Disabilities = 23.5%

Metric/Indicator

6. California Healthy Kids Survey (CHKS)

17-18

6. CHKS School Climate Report 2017-18:

Foothill Elementary = 3.0 combined scale average
Sierra Junior High = 345
Sierra High = 295

Actual

5. The baseline data as reported does not match the data as posted by the California Department of Education.

The baseline data for 2016-17, as reported on the CDE website is:

All Students = 20.9%
White = 17.2%
Native American = 38.5%
Hispanic = 19.0%
Low Income = 27.5%
Students with Disabilities = 30.8%

The student chronic absenteeism rate in 2017-18:

All Students = 17.2%
White = 14.5%
Native American = 27.5%
Hispanic = 17.4%
Low Income = 23.2%
Students with Disabilities = 27.4%

6. The California Healthy Kids Survey (CHKS) school climate results for 2017-18 were as follows:

Foothill Elementary School = 3.02 combined scale average
Sierra Junior High School = 372
Sierra High School = 293

Expected

Baseline

6. CHKS School Climate Report 2016-17:

Foothill Elementary = 2.84 combined scale average
Sierra Junior High = 331
Sierra High = 288

Metric/Indicator

7. California School Parent Survey (CSPS)
(Positive ratings in selected areas)
School Culture and Climate
School to Home Communication
Parent engagement

17-18

7. CSPS 2017-18
(Positive ratings in selected areas)
School Culture and Climate = 84%
School to Home Communication = 72%
Parent engagement = 79%

Baseline

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

Metric/Indicator

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

17-18

8. Junior High Dropout Rate 2016-17:
Junior High dropout rate = 1% or below

Actual

7. The California School Parent Survey (CSPS) results were positive in the following areas:
(Positive ratings in selected areas)
School Culture and Climate = (average positive responses on Academic Orientation, Learning Supports, Student Participation, Respect, Risk Behavior and Discipline) = 82%
School to Home Communication (average positive responses Parent Involvement "Keeps Parents Well-Informed") = 72%
Parent Engagement (average positive responses Parent Involvement "School Encourages Parent Involvement") = 79%

8. The Junior High Dropout Rate for 2017-18 was 0.0%.

Expected

Actual

<p>Baseline 8. Junior High Dropout Rate 2015-16: Junior High dropout rate = 0.0%</p>
<p>Metric/Indicator 9. High School Dropout Rate. 17-18 9. High School Dropout Rate 2016-17: SUSD dropout rate = 3%</p> <p>Baseline 9. High School Dropout Rate 2015-16: SUSD dropout rate = 3.3%</p>
<p>Metric/Indicator 10. School Site Council Attendance 17-18 10. School Site Council Attendance 2017-18: Full participation of parents in School Site Council as evidenced by attendance and sign-in sheets.</p> <p>Baseline 10. School Site Council Attendance 2016-17: Full participation of parents in School Site Council as evidenced by attendance and sign-in sheets.</p>

<p>9. The Annual Adjusted Grade 9-12 Dropout Rate for 2016-17 was 0.2%. The student group White, Not Hispanic had 1 dropout resulting in a rate of 0.3% for that specific student group. All other student groups were 0.0%.</p>
<p>10. Foothill Elementary School and Sierra Junior Senior High School both had fully rostered site councils. Not all meetings at Sierra Junior Senior High School had a quorum present.</p>

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1. Provide clean and well maintained facilities.	1. Clean and well maintained facilities were provided. Foothill Elementary School received an	Personnel LCFF \$1,436,668	Personnel LCFF \$1,512,396

	exemplary rating. Sierra Junior Senior High School and Sandy Bluffs Alternative Education received a good rating. A schedule of the required repairs has been generated and work will be completed throughout this year and over the summer.	4000-4999: Books And Supplies LCFF \$250,169	4000-4999: Books And Supplies LCFF \$250,169
		5000-5999: Services And Other Operating Expenditures LCFF \$427,840	5000-5999: Services And Other Operating Expenditures LCFF \$427,840
		7000-7439: Other Outgo LCFF \$75,000	7000-7439: Other Outgo LCFF \$75,000

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2. Provide safe student transportation to and from school and to and from school activities.	2. Safe student transportation to and from school and to and from school activities was provided. There were no bus incidents reports filed. A perfect rating was received on the California Highway Patrol Inspection.	Personnel LCFF \$990,326	Personnel LCFF \$1,043,181
		4000-4999: Books And Supplies LCFF \$352,317	4000-4999: Books And Supplies LCFF \$358,404
		5000-5999: Services And Other Operating Expenditures LCFF \$79,021	5000-5999: Services And Other Operating Expenditures LCFF \$79,021
		6000-6999: Capital Outlay LCFF \$19,000	6000-6999: Capital Outlay LCFF \$19,000

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3. Continue to implement Positive Behavior Intervention and Support (PBIS), a positive approach to student behavioral expectations, focused on clear expectations and positive reinforcement.	3. Positive Behavior Intervention and Support (PBIS), a positive approach to student behavioral expectations, focused on clear expectations and positive reinforcement continues to be implemented. Staff at Sierra Junior Senior High School continue to be trained as need arises. Foothill Elementary School received a Gold recognition for their efforts.	4000-4999: Books And Supplies LCFF \$8,000	4000-4999: Books And Supplies LCFF \$5,725

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4. Continue to implement Restorative Discipline as a means of retaining students on the comprehensive campuses by supporting the development of constructive conflict resolution.	4. Restorative Discipline continues to be implemented as a means of retaining students on the comprehensive campuses by supporting the development of constructive conflict resolution.	Personnel LCFF \$26,948	Personnel LCFF \$17,879

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	5. Additional psychological support services were provided by District psychologists. Due to a lack of availability of trained individuals, a licensed therapist was not added until mid year. The therapist provides group counseling to students and social emotional learning curriculum to classroom teachers.	Personnel LCFF \$74,793	Personnel LCFF \$85,814

Action 6

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

6. Paraprofessional support was provided for students who are at the highest level of behavioral intervention to reduce student absences and increase academic performance of students with severe social-emotional needs.

Personnel LCFF \$164,441

Personnel LCFF \$113,854

Action 7

Planned Actions/Services

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

Actual Actions/Services

7. A licensed therapist was added midyear (due to lack of availability at the start of the year) to provide therapy for students, (group and individual) at Tier-2 and Tier-3 of the behavior intervention pyramid. Teachers have received training in Behavior Management and Mental Health First Aid (suicide prevention).

Budgeted Expenditures

5800: Professional/Consulting Services And Operating Expenditures LCFF \$20,000

County Mental Health Other \$20,000

Estimated Actual Expenditures

5800: Professional/Consulting Services And Operating Expenditures LCFF \$20,000

County Mental Health Other \$0

measured by the CAASPP, for our unduplicated student populations.

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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.</p>	<p>8. Due to a lack of availability, therapist interns were not provided. SUSD will continue to search for individuals to serve in this capacity for the 2018-19 school year.</p>	<p>Personnel LCFF \$68,000</p>	<p>Personnel LCFF \$0</p>

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>9. Provide nursing services for students who may become injured</p>	<p>9. Due to a lack of availability, a school nurse was added in</p>	<p>Personnel LCFF \$113,964</p>	<p>Personnel LCFF \$122,894</p>

at school and for those who have ongoing medical needs that must be maintained at school.

February. The District also provides a licensed vocational nurse (LVN) and a health aide to meet the needs of students who may become injured at school and for those who have ongoing medical needs that must be maintained at school.

4000-4999: Books And Supplies LCFF \$1,723

4000-4999: Books And Supplies LCFF \$1,723

Action 10

Planned Actions/Services

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

Actual Actions/Services

10. Administrative and management staff were provided to support the smooth operations of the school campuses and ensure a physically safe campus and orderly learning environment.

Budgeted Expenditures

Personnel LCFF \$677,843

4000-4999: Books And Supplies LCFF \$14,960

5000-5999: Services And Other Operating Expenditures LCFF \$62,342

Estimated Actual Expenditures

Personnel LCFF \$718,531

4000-4999: Books And Supplies LCFF \$14,960

5000-5999: Services And Other Operating Expenditures LCFF \$62,342

Action 11

Planned Actions/Services

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

Actual Actions/Services

11. A well-trained, customer focused office staff was provided at each site to assist in smooth school operations.

Budgeted Expenditures

Personnel LCFF \$355,084

4000-4999: Books And Supplies LCFF \$6,696

5000-5999: Services And Other Operating Expenditures LCFF \$450

Estimated Actual Expenditures

Personnel LCFF \$369,019

4000-4999: Books And Supplies LCFF \$6,696

5000-5999: Services And Other Operating Expenditures LCFF \$450

Action 12

Planned Actions/Services

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

Actual Actions/Services

12. Stakeholder surveys were administered in March-April to determine needs pertaining to school culture/climate. The District

Budgeted Expenditures

5000-5999: Services And Other Operating Expenditures LCFF \$1,000

Estimated Actual Expenditures

5000-5999: Services And Other Operating Expenditures LCFF \$1,000

utilized the California School Surveys.

Action 13

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
13. Provide relevant co-curricular programs such as athletics, FFA, and performing arts in order to increase student engagement.	13. A variety of co-curricular programs were provided to increase student engagement, including but not limited to: athletics, FFA, and performing arts.	Personnel LCFF \$112,591	Personnel LCFF \$83,801
		4000-4999: Books And Supplies LCFF \$15,750	4000-4999: Books And Supplies LCFF \$15,750
		5000-5999: Services And Other Operating Expenditures LCFF \$6,750	5000-5999: Services And Other Operating Expenditures LCFF \$6,750

Action 14

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
14. Provide a welcoming and safe environment for students who require before and after school care as an increase in school services for families.	14. Eagle's Nest provides a welcoming and safe environment for students who require before and after school care as an increase in school services for families.	Net costs after revenue collected LCFF \$7,206	Net costs after revenue collected LCFF \$7,919

Action 15

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	15. The District provided many 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. Parents also had opportunities to participate in	No cost Not Applicable 0	No cost Not Applicable 0

Parent University, LCAP meetings, and principal advisory meetings.

Action 16

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	16. The District has a new website that contains up-to-date information and calendars for the District and all schools. The District revised its communication with the community to reflect a District-wide insert into the local paper two times each year.	5800: Professional/Consulting Services And Operating Expenditures LCFF \$3,750	5800: Professional/Consulting Services And Operating Expenditures LCFF \$3,750

Action 17

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
17. Conduct ongoing parent education workshops through Parent University to increase parent engagement and awareness and access to district services.	17. Parent education workshops through Parent University were held throughout the year to increase parent engagement and awareness and access to district services.	Adult Education Consortium Other \$34,352	Adult Education Consortium Other \$34,352

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/services were implemented as stated with the exception noted below:
 8. Due to a lack of availability, therapist interns were not provided. SUSD will continue to search for individuals to serve in this capacity for the 2018-19 school year.

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

The District met 5 the 10 Expected Annual Measurable Outcomes (EAMOs); partial progress was made toward 5 of the EAMOs.

1. EAMO 1 was partially achieved. Foothill Elementary School received an exemplary rating on the FIT. Both Sierra Junior Senior High School and Sandy Bluffs Alternative Education sites both received a good rating.
2. EAMO 2 (Suspension rate in 2017-18) - substantial progress was made toward this EAMO.. The rate for all students was 4.3% with a decline of 0.7%. The Hispanic student group remained at 4.1% suspensions. White students were below the goal of 4%, at 3.7% and the suspension rate of all other groups declined by 2% or more. Native American student suspension rate declined by 3.9% to 5.7%; low income students' suspension rate declined by 2.9% to 5.3%; students with disabilities' suspension rate declined by 3.8% to 6.9%.
3. EAMO 3 (Expulsion rate in 2017-18) was achieved. SUSD had an expulsion rate of 0%.
4. The EAMO (Student attendance rate in 2017-2018) was achieved. The cumulative attendance rate for 2017-2018 was 94.0% White students attendance rate was 94.4%; Native American student attendance rate was 92.1% (an increase of 1%); Hispanic student attendance was 93.6% (an increase of .2%); Low Income students attendance was 93.1% (an increases of 1.1%); Students With Disabilities' attendance was maintained at 92.1%
5. The EAMO (Student chronic absenteeism rate) baseline was miscalculated, internally. The baseline - 2016-2017 chronic absenteeism was calculated at 15.5% but was actually 20.9%. The target equated to a 2% reduction in chronic absenteeism overall and by student group. This EAMO was achieved. The overall chronic absence for 2017-2018 was 17.2%, a reduction of 3.7%. The only student group that did not meet the 2% reduction target was the Hispanic student group which declined from 19.0% to 17.4% - a reduction of 1.6%.
6. The EAMO (California Healthy Kids Survey Climate Survey) was achieved for Foothill Elementary School, (3.02 average score - Target of 3.0) Sierra Junior High School (School Climate Index of 372 - Target of 340), and fell two points short of being achieved for Sierra High School (School Climate Index of 288 - Target of 295).
7. The EAMO (California School Parent Survey) was partially achieved. The goal was reached for School to Home Communication (72% - Target = 72%) and Parent Engagement (79% - Target = 79%) , but not in School Culture and Climate(82% - Target = 84%).
8. The EAMO (Junior High Dropout Rate) was achieved. The dropout rate was 0%.
9. The EAMO (High School Dropout Rate) was achieved. The dropout rate was 0.2% overall.
10. The EAMO (School Site Council Attendance) was partially achieved. There were rostered site councils; however, not all meetings at Sierra Junior Senior High School had a quorum present.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Budgeted expenditures were \$5,426,985. Estimated actual expenditures are \$5,493,393. Salary increases were negotiated for Classified employees after the LCAP was adopted. We were unable to hire the licensed therapists that we had planned for, and did not get additional mental health services from Fresno County Mental Health as we had hoped. We also had fewer Behavioral Aides than had been anticipated.

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 will remain as written in 2018-19.

The following changes were made to the Expected Annual Measurable Outcomes (EAMOs) for 2018-2020:

EAMO 6: Due to changes in the California Healthy Schools Surveys and the inability to receive the data in a timely manner, SUSD will administer locally developed climate surveys for the 2018-2020 LCAPs. The EAMO will be adjusted to reflect a composite score based on pre-selected questions related to school climate.

EAMO 7: Due to changes in the California Healthy Schools Surveys and the inability to receive the data in a timely manner, SUSD will administer locally developed climate surveys for the 2018-2020 LCAPs. The EAMO will be continue as is in terms of targets, but will be based on a local survey rather than the Healthy Schools survey.

The following Planned Actions/Services were modified:

Actions/Services 3 and 4 were combined into Actions/Services 3 to read: Continue to implement Positive Behavior Intervention and Support (PBIS), a positive approach to student behavioral expectations, focused on clear expectations and positive reinforcement and Restorative Discipline as a means of retaining students on the comprehensive campuses by supporting the development of constructive conflict resolution.

Actions/Services 4 was discontinued because it was combined with Action 3.

Actions/Services 16 will read: Maintain up-to-date website information and calendars for the District and all schools, and provide inserts into a local publication five times a year to improve communication. Provide a comprehensive communication system using AERIES, student information system.

The following Planned Actions/Services were added:

Actions/Services 18 will read: Academic counselors will conduct individual course planning meetings with each student and his/her family in grades 7 and 9 to ensure parents and students understand college entrance requirements and opportunities for students.

Action/Services 19 was added and will read: Provide Positive Discipline training to all staff as the District moves toward a trauma informed instructional environment for all students in all schools.

Stakeholder Engagement

LCAP Year: 2018-19

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 2017, the LCAP was posted on the Sierra Unified School District website and initial steps toward implementing the plan began. In late summer, action plans were developed by responsible parties and deliverable outcomes were identified for each school and for each goal. District leadership reviewed data and progress toward each of the measurable outcomes for each of the three goals as it became available. School principals utilized the goals and Expected Annual Measurable Outcomes to develop their annual school goals and goals for each School Improvement Plan. These actions kept the goals, outcomes, and areas of need in the forefront of school decisions and stakeholder awareness.

Total enrollment of English Learners in Sierra Unified on the official enrollment date in October 2017, was 14. Two of those 14 students were re-designated as English fluent and four students moved subsequent to the October enrollment date, leaving eight total students designated as English Learners. For this reason, neither a District English Learning Advisory Committee (DELAC) or English Learner Advisory Committee was convened.

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

September 2017 – February 2018: District LCAP Team Preparation. Collected available data on progress toward goals, analyzed data and discussed implications of data.

January 2018 - June 2018: Ongoing updates of LCAP progress were provided to the Governing Board.

Stakeholder Outreach for LCAP Information and Input: Throughout the spring of 2018, sixteen meetings were conducted with the purpose of presenting data on expected and actual outcomes. A review of expected and actual expenditures was presented as well as the estimated allocation for the 2018-2019 year of implementation. Progress toward EAMOs for each goal was discussed as well as the actions and services provided to support the attainment of the EAMOs. Discussion of the EAMOs which were not met was a focal point of the discussion. Stakeholders were asked for input into needed services in all areas of the LCAP. Finally, stakeholders were invited to participate in the LCAP Advisory process.

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

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

Public comment period, during which time the document was posted on the SUSD website and distributed to the District Advisory Committee, ran from May 30, 2018 through June 28, 2018. No additional comments outside the stakeholder and PAC meetings was received.

Public hearing for the LCAP was convened on June 18, 2017, immediately preceding the regularly scheduled meeting of the Sierra Unified Board of Trustees.

The LCAP and Sierra Unified School District Budget were adopted by the governing board on June 28, 2018.

Impact on LCAP and Annual Update

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

At each of the stakeholder meetings, the California Dashboard Indicators were reviewed as well as selected pertinent other available data measured in the EAMOs of each goal. Data revealed that EAMOs for college readiness, math achievement, chronic absenteeism and college and career readiness indicators (as measured by A-G completion rates, SAT participation, and advanced placement pass rates) were not met.

Stakeholder groups, including staff students and parents, recommended that students be provided with greater opportunities to get academic support at the 7-12 level which was addressed in Goal 2 Action 4. Parent groups identified more opportunities for SAT prep and additional PSAT options which is represented in Goal 2 Action 12 and Goal 2 Action 13. Academic rigor across the grade levels was identified as a need and is included in Goal 2 Action 4 and Goal 2 Action 5 for the elementary level. Parent and staff groups identified the need for additional teacher training for advanced placement instruction and was is represented in Goal 2 Action 14.

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

Student groups echoed much of what was identified by other stakeholder groups, including academic support, rigor and high expectations, addressed in the LCAP as listed above. Students also noted a need for stronger relationships with teachers, addressed in Goal 3 Action 4, Goal 3 Action 6 and Goal 3 Acton 13.

The LCAP, year 2, includes the addition of actions and services which are representative of all stakeholder groups.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Modified Goal

Goal 1

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

State and/or Local Priorities addressed by this goal:

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

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

Identified Need:

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

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1. Properly Credentialed teachers with no mis-assignments nor vacancies as measured by Credentials or SARC review.	1. 2015-16 100% properly credentialed with no mis-assignments or vacancies.	1. 100% of all teachers will be properly credentialed with no misassignments or vacancies.	1. 100% of all teachers will be properly credentialed with no misassignments or vacancies.	1. 100% of all teachers will be properly credentialed with no misassignments or vacancies.
2. State Standardized Assessments measured by Math and ELA CAASPP scores distance from Level 3.	2. 2015-16 CAASPP scores: 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 show and average growth of 5 points or more.	2. 2017-2018 CAASPP Scores for all students will improve to ELA = -10 points from Level 3 Math = -33 points from Level 3 Scores for student groups not meeting the targets for CAASPP show and average growth of 5 points or more.	2. 2018-2019 CAASPP Scores for all students will improve to ELA = -5 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.
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	4. 2016-2017 Physical Fitness Testing as measured by percent above state average: 5th = +25 or more 7th = +25 or more	4. 2017-2018 Physical Fitness Testing as measured by percent above state average: 5th = +10 or more 7th = +10 or more	4. 2018-2019 Physical Fitness Testing as measured by percent above state average: 5th = +10 or more 7th = +10 or more

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

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

2017-18 Actions/Services

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

Unchanged Action

2018-19 Actions/Services

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

Unchanged Action

2019-20 Actions/Services

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

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

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,971,776	\$5,807,870	\$5,953,733
Source	LCFF	LCFF	LCFF
Budget Reference	Personnel	Personnel	Personnel
Amount	\$36,599	\$194,500	\$121,449
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	\$266,319	\$295,093	\$279,261
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount	\$84,850	\$0	\$0
Source	LCFF		
Budget Reference	6000-6999: Capital Outlay	6000-6999: Capital Outlay	6000-6999: Capital Outlay

Action 2

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

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

Action 3

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

English Learners
Foster Youth
Low Income

LEA-wide

All Schools

Actions/Services

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

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

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

Unchanged Action

Modified Action

Unchanged Action

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

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

Action 4

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

2017-18 Actions/Services

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

Unchanged Action

2018-19 Actions/Services

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

Unchanged Action

2019-20 Actions/Services

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

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

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

Budgeted Expenditures

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

Action 5

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

All Schools
[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income
[Add Students to be Served selection here]

Scope of Services:

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

LEA-wide
[Add Scope of Services selection here]

Location(s):

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

All Schools
[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

2017-18 Actions/Services

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

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

Modified Action

2018-19 Actions/Services

5. Unduplicated pupils have the lowest performance on the math and ELA CAASPP assessments. To address this need, SUSD will support teachers by providing training and support through coaching via the Academic Coach for grades 7-12 and the Director of Education Services. It is the expectation that by providing instructional support through an Academic Coach and the Director of Education Services unduplicated pupil performance on the Math and ELA CAASPP will improve.

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

Unchanged Action

2019-20 Actions/Services

5. Unduplicated pupils have the lowest performance on the math and ELA CAASPP assessments. To address this need, SUSD will support teachers by providing training and support through coaching via the Academic Coach for grades 7-12 and the Director of Education Services. It is the expectation that by providing instructional support through an Academic Coach and the Director of Education Services unduplicated pupil performance on the Math and ELA CAASPP will improve.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$251,084	\$209,943	\$212,482
Source	LCFF	LCFF	LCFF
Budget Reference	Personnel	Personnel	Personnel
Amount	\$86,222	\$32,782	\$32,782
Source	Title I	Title I	Title I
Budget Reference	Personnel	Personnel	Personnel

Action 6

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

English Learners
Foster Youth
Low Income

Schoolwide

Specific Schools: Foothill Elementary School; Sierra Junior High School

Actions/Services

New Action

Unchanged Action

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

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

Budgeted Expenditures

Amount

60,595

60,595

Source

LCFF

LCFF

Budget Reference

Personnel

Personnel

Action 7

All
[Add Students to be Served selection here]

All Schools
[Add Location(s) selection here]

OR

[Add Students to be Served selection here]

[Add Scope of Services selection here]

Specific Schools: Sierra Junior High School; Sierra High School
[Add Location(s) selection here]

Actions/Services

New Action

Unchanged Action

7. Review of the 2017 CAASPP results show that unduplicated students perform well behind their peers in mathematics and therefore receive the greatest benefit from a revision of the mathematics curriculum to include identification of essential standards, inclusion of skill development and practical application. To address this need, the math program at the secondary level will undergo extensive review and re-development toward a more engaging and accessible model.

7. Review of the 2017 CAASPP results show that unduplicated students perform well behind their peers in mathematics and therefore receive the greatest benefit from a revision of the mathematics curriculum to include identification of essential standards, inclusion of skill development and practical application. To address this need, the math program at the secondary level will undergo extensive review and re-development toward a more engaging and accessible model.

Budgeted Expenditures

Amount
Source
Budget Reference

\$15,000
Title I
Personnel

\$15,000
Title I
Personnel

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 2

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

State and/or Local Priorities addressed by this goal:

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

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

Identified Need:

1. The A-G completion rate is low school-wide, and there are performance gaps between unduplicated student groups and district performance levels.
2. Increase enrollment in honors and advanced placement courses.
3. Increase percentage of students identified by the Early Assessment Program (EAP) as college ready in math and English Language Arts.
4. A comprehensive program to engage and challenge advanced learners in grades four through twelve.
5. Implement and refine the district-wide plan for Career Technical Education.
6. Maintain/Increase English Learner proficiency and reclassification rates. (Please note that students who are English Learners make-up approximately 1% of the District population, and of that group, as many as 50% are foreign exchange students who are in the State for one year or less. This population is often too small to report data for EMAO 1 and 2a/b).

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

Expected Annual Measurable Outcomes

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

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
3. English Learner reclassification rate	3. English Learner reclassification rate: 2016-2017 = 26%.	3. English Learner reclassification rate: 2017-18 = 20% or higher.	3. English Learner reclassification rate: 2017-18 = 20% or higher.	3. English Learner reclassification rate: 2017-18 = 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. Improve by 5 points, the average distance from performance level 3 in each category of the ELPAC assessment; Overall, Oral Language, and Written Language.	4. Improve by 5 points, the average distance from performance level 3 in each category of the ELPAC assessment; Overall, Oral Language, and Written Language.
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: 2017-2018 = 93% or higher for all students. Student groups not meeting the 93% graduation rate target will improve by 5% or more.	5. High school graduation rate: 2018-2019 = 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%	6. SAT participation rate: 2016-2017 All students = 53%	6. SAT participation rate: 2017-2018 All students = 45%	6. SAT participation rate: 2018-2019 All students = 47%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>Native American = 13.3% Hispanic = 63.2% Low Income = 33.3%</p> <p>Average SAT scores in 2016 Reading/Writing = 572 Math = 548 Benchmarks met = 64.6%</p>	<p>Student groups not meeting the 53% target will improve by 5% or more.</p> <p>Average SAT scores in 2017 Reading/Writing = 577 Math = 553 Benchmarks met = 66%</p>	<p>Student groups not meeting the 45% target will improve by 5% or more.</p> <p>Average SAT scores in 2018 Reading/Writing = 582 Math = 558 Benchmarks met = 67.5%</p>	<p>Student groups not meeting the 47% target will improve by 5% or more.</p> <p>Average SAT scores in 2018 Reading/Writing = 587 Math = 563 Benchmarks met = 69%</p>
7. Percentage of students taking at least one advanced placement course and the percentage of students scoring 3, 4, or 5 on at least one AP exam	<p>7. Percentage of students taking 1 or more AP course(s) 2016-2017 All students = 22.2% White = 26.1% Native = 22.2% Hispanic = 6.4% Low Income = 7.5%</p> <p>Percentage scoring 3, 4 or 5 2015-2016 = 49.1%.</p>	<p>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.</p> <p>Percentage scoring 3, 4 or 5 2016-2017 = 51%</p>	<p>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.</p> <p>Percentage scoring 3, 4 or 5 2017-2018 = 53%.</p>	<p>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.</p> <p>Percentage scoring 3, 4 or 5 2018-2019 = 55%.</p>
8. Career-Technical Education pathway completion rate	<p>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%</p>	<p>8. The CTE pathway completion rate for all students and all student groups will meet or exceed the state average for CTE pathway completion.</p>	<p>8. The CTE pathway completion rate for all students and all student groups will meet or exceed 45%. Student groups not meeting the 45% completion rate will increase by 5% or more. The calculation of the percentage of CTE</p>	<p>8. The CTE pathway completion rate for all students and all student groups will meet or exceed 45%. Student groups not meeting the 45% completion rate will increase by 5% or more. The calculation of the percentage of CTE</p>

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

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

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

All

Location(s):

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

Specific Grade Spans: Grades 9-12

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Year	2017-18	2018-19	2019-20
Amount	\$65,294	\$65,025	\$66,169
Source	LCFF	LCFF	LCFF
Budget Reference	Personnel	Personnel	Personnel
Amount	\$2,390	\$1,690	\$1,690
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 2

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

Students to be Served:

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

Location(s):

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

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools
Specific Grade Spans: grades 7-12

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Year	2017-18	2018-19	2019-20
Amount	\$147,037	\$231,867	\$237,730
Source	LCFF	LCFF	LCFF
Budget Reference	Personnel	Personnel	Personnel
Amount	\$26,551	\$26,551	\$26,551
Source	Title I	Title I	Title I
Budget Reference	Personnel	Personnel	Personnel

Action 3

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

Specific Schools: Sierra Junior High
Sierra High School

Actions/Services

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

Modified Action

2017-18 Actions/Services

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

Modified Action

2018-19 Actions/Services

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

Unchanged Action

2019-20 Actions/Services

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

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

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

Budgeted Expenditures

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

Action 4

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

Specific Schools: Foothill Elementary School

Actions/Services

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

Modified Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

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

Action 5

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

Students to be Served:

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

All

Location(s):

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

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

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

5. Develop and implement a structured program of advanced learning

2018-19 Actions/Services

5. Develop and implement a structured program of inquiry based, advanced

2019-20 Actions/Services

5. Continue to provide a structured program of inquiry based, advanced

opportunities, available to a broad range of students in grades 4-6.

learning opportunities, available to a broad range of students, during the school day in grades 1-6.

learning opportunities, available to a broad range of students, during the school day in grades 1-6.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,500	\$83,215	\$84,346
Source	LCFF	LCFF	LCFF
Budget Reference	Personnel	Personnel	Personnel

Action 6

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

6. Provide weekly access to instruction embedded technology in order to increase

2018-19 Actions/Services

6. Daily access (grades 3-12) and weekly access (grades K-2) to instruction embedded technology in order to increase

2019-20 Actions/Services

6. Daily access (grades 3-12) and weekly access (grades K-2) to instruction embedded technology in order to increase

access and proficiency in 21st Century Learning Skills.

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

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$133,317	\$57,176	\$57,209
Source	LCFF	LCFF	LCFF
Budget Reference	Personnel	Personnel	Personnel

Action 7

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

Students to be Served:

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

All
[Add Students to be Served selection here]

Location(s):

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

All Schools
[Add Location(s) selection here]

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

LEA-wide
[Add Scope of Services selection here]

Location(s):

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

Specific Schools: Sandy Bluffs Education Center
Sierra High School
[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Year	2017-18	2018-19	2019-20
Amount	\$452,809	\$473,186	\$483,641
Source	LCFF	LCFF	LCFF
Budget Reference	Personnel	Personnel	Personnel

Action 8

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

Students to be Served:

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

Students with Disabilities

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Year	2017-18	2018-19	2019-20
Amount	\$105,574	\$116,153	\$117,815
Source	LCFF	LCFF	LCFF
Budget Reference	Personnel	Personnel	Personnel

Action 9

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

Students to be Served:

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

Students with Disabilities

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$372,471	\$388,594	\$402,660
Source	LCFF	LCFF	LCFF
Budget Reference	Personnel	Personnel	Personnel

Action 10

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners

Scope of Services:

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

Limited to Unduplicated Student Group(s)

Location(s):

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

All Schools

Actions/Services

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

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

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

Unchanged Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Year	2017-18	2018-19	2019-20
Amount	\$19,348	\$20,562	\$21,039
Source	LCFF	LCFF	LCFF
Budget Reference	Personnel	Personnel	Personnel

Action 11

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

Students to be Served:

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

Location(s):

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

All

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

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

Modified Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

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

Action 12

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

English Learners
Foster Youth
Low Income

Schoolwide

Specific Schools: Sierra High School

Actions/Services

New Action

Unchanged Action

12. The opportunity gap for unduplicated student populations in Sierra Unified appears in elementary school and persists

12. The opportunity gap for unduplicated student populations in Sierra Unified appears in elementary school and persists

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

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

Budgeted Expenditures

Amount		36,000	36,000
Source		LCFF	LCFF
Budget Reference		Personnel	Personnel

Action 13

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

English Learners Foster Youth Low Income	LEA-wide	Specific Schools: Sierra Junior High, Sierra High, Sandy Bluffs Educational Center, Oak Meado Community Day School Specific Grade Spans: Grades 8 and 10
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Actions/Services

	New Action	Unchanged Action
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[Empty box]

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

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

Budgeted Expenditures

Amount		\$1,500	\$1,500
Source		LCFF	LCFF
Budget Reference		5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Action 14

[Add Students to be Served selection here]	[Add Location(s) selection here]
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OR

English Learners Foster Youth Low Income	Schoolwide	Specific Schools: Sierra High School Specific Grade Spans: Grades 10-12
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Actions/Services

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

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

Budgeted Expenditures

Amount		\$4,000	\$4,000
Source		LCFF	Governors CTE Initiative: California Partnership Academies
Budget Reference		5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Action 15

[Add Students to be Served selection here]

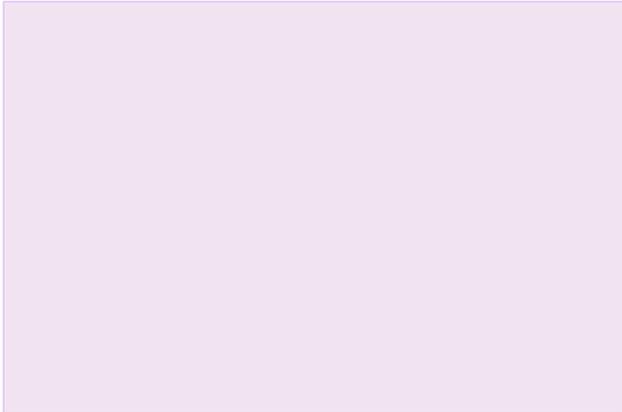
[Add Location(s) selection here]

OR

English Learners Foster Youth Low Income	LEA-wide	Specific Schools: Sierra High School and Sandy Bluffs Educational Center Specific Grade Spans: Grades 10-12
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Actions/Services

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

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

Budgeted Expenditures

Amount		0	0
Source	Not Applicable	Not Applicable	Not Applicable
Budget Reference	Not Applicable	Not Applicable	Not Applicable

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Modified Goal

Goal 3

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

State and/or Local Priorities addressed by this goal:

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

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

Identified Need:

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

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1. Facilities Inspection Tool (FIT) rating	1. FIT results 2016-17: 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%	4. The student attendance rate in 2017-2018 for all students and all student groups will improve to 94% or better. Those student groups not achieving the 94% attendance rate	4. The student attendance rate in 2018-2019 for all students and all student groups will improve to above 94.5% or better. Those student groups not achieving the 94.5%	4. The student attendance rate in 2019-2020 for all students and all student groups will improve to above 95% or above. Those student groups not achieving the 95% attendance rate

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Student with Disabilities = 92.1%	target will improve by 1.0% or more.	attendance rate target will improve by 1.0% or more.	target will improve by 1.0% or more.
5. Student chronic absenteeism rate disaggregated by student group.	5. Student chronic absenteeism rate 2016-17: 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 (based on a 4.0 scale) 3.0 combined scale average Sierra Junior High = 345 Sierra High = 295	6. Local Student Climate Survey Report for 2018-2019: Foothill Elementary = 3.25 (based on 4.0 scale) Sierra Junior High = 3.0 (Based on 4.0 scale) Sierra High School = 3.0 (based on 4.0 scale) Sandy Bluffs Alternative Education = 3.5 (based on 4.0 scale)	6. Local Student Climate Survey Report for 2019-20: Foothill Elementary = 3.5 (based on 4.0 scale) Sierra Junior High = 3.25 (Based on 4.0 scale) Sierra High School = 3.25 (based on 4.0 scale) Sandy Bluffs Alternative Education = 3.6 (based on 4.0 scale)
7. California School Parent Survey (CSPS) (Positive ratings in selected areas)	7. CSPS 2016-17: (Positive ratings in selected areas)	7. CSPS 2017-18 (Positive ratings in selected areas)	7. Local Parent Survey 2018-19: (Positive ratings in selected areas)	7. Local Parent Survey 2019-2020: (Positive ratings in selected areas)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
School Culture and Climate School to Home Communication Parent engagement	School Culture and Climate = 81% School to Home Communication = 68% Parent engagement = 76%	School Culture and Climate = 84% School to Home Communication = 72% Parent engagement = 79%	School Culture and Climate = 87% School to Home Communication = 76% Parent engagement = 83%	School Culture and Climate = 90% School to Home Communication = 80% Parent engagement = 88%
8. Junior High Dropout Rate dis-aggregated 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:

Students to be Served:

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

Location(s):

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

All

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

1. Provide clean and well maintained facilities.

2018-19 Actions/Services

1. Provide clean and well maintained facilities.

2019-20 Actions/Services

1. Provide clean and well maintained facilities.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,436,668	\$1,581,988	\$1,628,872
Source	LCFF	LCFF	LCFF
Budget Reference	Personnel	Personnel	Personnel
Amount	\$250,169	\$250,169	\$250,169
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Amount	\$427,840	\$427,840	\$427,840
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount	\$75,000	\$75,000	\$75,000
Source	LCFF	LCFF	LCFF
Budget Reference	7000-7439: Other Outgo	7000-7439: Other Outgo	7000-7439: Other Outgo

Action 2

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

2017-18 Actions/Services

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

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

Unchanged Action

2018-19 Actions/Services

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

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

Unchanged Action

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$990,326	\$1,074,952	\$1,110,564
Source	LCFF	LCFF	LCFF
Budget Reference	Personnel	Personnel	Personnel
Amount	\$352,317	\$352,317	\$352,317
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	\$79,021	\$79,021	\$79,021
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount	\$19,000	\$19,000	\$19,000
Source	LCFF	LCFF	LCFF
Budget Reference	6000-6999: Capital Outlay	6000-6999: Capital Outlay	6000-6999: Capital Outlay

Action 3

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups) All	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans) All Schools
---	--

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
--	--	---

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

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

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

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

Modified Action

Modified Action

Unchanged Action

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

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

Action 4

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

Students to be Served:

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

Location(s):

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

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

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

2018-19 Actions/Services

Discontinued

2019-20 Actions/Services

Discontinued

Budgeted Expenditures

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

Action 5

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

Students to be Served:

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

[Add Students to be Served selection here]
--

Location(s):

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

All Schools
[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
 Foster Youth
 Low Income
 [Add Students to be Served selection here]

Scope of Services:

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

LEA-wide
 [Add Scope of Services selection here]

Location(s):

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

All Schools
 [Add Location(s) selection here]

Actions/Services

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

Modified Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$74,793	\$86,977	\$88,105
Source	LCFF	LCFF	LCFF
Budget Reference	Personnel	Personnel	Personnel

Action 6

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Modified Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

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

2018-19 Actions/Services

6. Unduplicated student populations are more likely to suffer emotional trauma, and as a result, more often demonstrate severe self-regulation deficits and are more likely to be suspended, thereby missing critical academic and social learning. SUSD will provide paraprofessional support for students who

2019-20 Actions/Services

6. Unduplicated student populations are more likely to suffer emotional trauma, and as a result, more often demonstrate severe self-regulation deficits and are more likely to be suspended, thereby missing critical academic and social learning. SUSD will provide paraprofessional support for students who

are at the highest level of behavioral intervention. This action will result in a reduction in student absences and an increase in the academic performance of students with severe social-emotional needs.

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.

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

Year	2017-18	2018-19	2019-20
Amount	\$164,441	\$131,953	\$138,297
Source	LCFF	LCFF	LCFF
Budget Reference	Personnel	Personnel	Personnel

Action 7

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

New Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$20,000	0	0
Source	LCFF	LCFF	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures
Amount	\$20,000	\$75,000	\$75,000
Source	Other	Other	Other
Budget Reference	County Mental Health	5800: Professional/Consulting Services And Operating Expenditures County Mental Health	5800: Professional/Consulting Services And Operating Expenditures County Mental Health

Action 8

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

New Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

for students will result in a reduction of time out of class for students with behavior concerns and a more peaceful learning environment for all students. An improved learning environment will result in improved academic as well as social outcomes for all students.

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.

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

Year	2017-18	2018-19	2019-20
Amount	\$68,000	\$60,000	\$60,000
Source	LCFF	LCFF	LCFF
Budget Reference	Personnel	Personnel	Personnel

Action 9

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	All Schools

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

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.

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

Year	2017-18	2018-19	2019-20
Amount	\$113,964	\$127,110	\$130,161
Source	LCFF	LCFF	LCFF
Budget Reference	Personnel	Personnel	Personnel
Amount	\$1,723	\$1,723	\$1,723
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 10

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

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

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

Unchanged Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Year	2017-18	2018-19	2019-20
Amount	\$677,843	\$738,016	\$753,210
Source	LCFF	LCFF	LCFF
Budget Reference	Personnel	Personnel	Personnel
Amount	\$14,960	\$14,960	\$14,960
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	\$62,342	\$62,342	\$62,342
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Action 11

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)
All

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

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$355,084	\$378,474	\$390,615
Source	LCFF	LCFF	LCFF
Budget Reference	Personnel	Personnel	Personnel
Amount	\$6,696	\$6,696	\$6,696
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	\$450	\$450	\$450
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Action 12

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

2017-18 Actions/Services

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

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

Unchanged Action

2018-19 Actions/Services

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

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

Unchanged Action

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,000	\$1,000	\$1,000
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Action 13

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

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

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$112,591	\$88,301	\$88,301
Source	LCFF	LCFF	LCFF
Budget Reference	Personnel	Personnel	Personnel

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

Action 14

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

Students to be Served:

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

All

Location(s):

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

Specific Schools: Foothill Elementary

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

2017-18 Actions/Services

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

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

Unchanged Action

2018-19 Actions/Services

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

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

Unchanged Action

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$7,206	\$8,905	\$9,930
Source	LCFF	LCFF	LCFF
Budget Reference	Net costs after revenue collected	2000-2999: Classified Personnel Salaries Net costs after revenue collected	2000-2999: Classified Personnel Salaries Net costs after revenue collected

Action 15

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Councils, District Advisory Committee and Parent-Faculty Associations.

Councils, District Advisory Committee and Parent-Faculty Associations.

Councils, District Advisory Committee and Parent-Faculty Associations.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	0
Source	Not Applicable	Not Applicable	Not Applicable
Budget Reference	No cost	No cost	No cost

Action 16

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	All Schools

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
16. Maintain up-to-date website information and calendars for the District and all schools, and publish monthly	16. The District has a new website that contains up-to-date information and calendars for the District and all schools and assign a webmaster at each site and	16. The District has a new website that contains up-to-date information and calendars for the District and all schools and assign a webmaster at each site and

communications in the local paper as a means to increase communication.

for each department. The District revised its communication with the community to reflect a District-wide insert into the local mailer five times teach year. The District will improve parent access and school/home communication by consolidating various communications into a single, user friendly platform through the a AERIES student information system.

for each department. The District revised its communication with the community to reflect a District-wide insert into the local mailer five times teach year. The District will improve parent access and school/home communication by consolidating various communications into a single, user friendly platform through the a AERIES student information system.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$3,750	\$6000	\$6,000
Source	LCFF	LCFF	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	Personnel	Personnel
Amount		\$11,900	\$11,900
Source		LCFF	LCFF
Budget Reference		5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures

Action 17

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

New Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$34,352	\$34,352	\$34,352
Source	Other	Other	Other
Budget Reference	Adult Education Consortium	2000-2999: Classified Personnel Salaries Adult Education Consortium	2000-2999: Classified Personnel Salaries Adult Education Consortium

Action 18

All

Specific Grade Spans: Grades 7 and 9

OR

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

New Action

Unchanged Action

18. Academic counselors will conduct individual course planning meetings with each student and his/her family in grades 7 and 9 to ensure parents and students understand college entrance requirements and opportunities for students.

18. Academic counselors will conduct individual course planning meetings with each student and his/her family in grades 7 and 9 to ensure parents and students understand college entrance requirements and opportunities for students.

Budgeted Expenditures

Amount		\$0	\$0
Source	Not Applicable	Not Applicable	Not Applicable
Budget Reference	Not Applicable	Not Applicable	Not Applicable

Action 19

All All Schools

OR

[Add Students to be Served selection here] [Add Scope of Services selection here] [Add Location(s) selection here]

Actions/Services

New Action Unchanged Action

19. Provide Positive Discipline training to all staff as the District moves towards a trauma informed instructional environment for all students in all schools.

19. Provide Positive Discipline training to all staff as the District moves towards a trauma informed instructional environment for all students in all schools.

Budgeted Expenditures

Amount		\$3,500	\$3,500
Source		LCFF	LCFF
Budget Reference		Personnel	Personnel

Amount		\$6,500	\$6,500
Source		LCFF	LCFF
Budget Reference		5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

\$964,950

Percentage to Increase or Improve Services

8.21%

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

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

District has calculated that it will receive \$964,950 in supplemental funding under the Local Control Funding Formula (LCFF). The details of these expenditures are itemized in the Goals, Actions & Services section of this plan and include the actions listed below to better serve our at risk population of English Learners, Socio-Economically Disadvantaged students, and Foster Youth. All actions and expenditures of funds marked as contributing to increased or improved services were developed specifically to focus on the needs of our unduplicated population based on a careful analysis of data and input from our stakeholders. All of these actions are principally directed toward our unduplicated student population to help Sierra Unified School District be effective in meeting the goals of the LEA's LCAP and the identified needs of the unduplicated student population. Below are action(s) marked for increased or improved services along with a detailed explanation of how that action is principally directed toward the unduplicated student population. Also included below are citations of experience and research that show that these actions are the most effective in helping those students close equity gaps and meet the goals of Sierra Unified School District as well as the alternatives that were considered. Since our current unduplicated student population count is 48.99%, most of these actions and services are being performed on a school-wide or districtwide basis in order to increase efficiency of delivery and effectiveness of these actions and services. In addition, using the same calculation tool, the proportionality percentage has been calculated at 8.21% over the 17-18 year. Sierra Unified School District has demonstrated that it has met the proportionality percentage by expending more than \$964,355 in funds on actions and services that are principally directed towards the unduplicated student population as summarized below and as explained in detail in this plan in the Goals, Actions & Services section.

A Limited English Proficiency Aide provides academic support to English Learner students. (\$20,562, Goal 2-10)

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).

Behavior Intervention Paraprofessionals (\$131,953, Goal 3-6) provide strategies to develop social-emotional skills for students in jeopardy of losing access to instructional time due to difficulty in self-regulating their classroom behavior. Data (see Goal 3 Annual Update) reveals that 72% of the total suspensions were low income students, while only 49.9% of the total population is low income, indicating that low income students are the primary recipients of this service. The addition of increased mental health services for low income students who cannot afford outside service providers (\$86,977, Goal 3-5), enables even the most troubled students to learn coping mechanisms and strategies for constructively addressing daily conflicts. These services, and other behavioral interventions, are provided for all students who need them; however the primary recipients are students from targeted groups including low income and Native American. The practice of teaching social-emotional skills is frequently identified in research as a best practice, including research conducted by M. J. Elias in the November 2014 edition of Phi Delta Kappan. Other means of addressing behavioral challenges under consideration include suspension, on-campus suspension, and referral to alternative programs. These practices are indeed the traditional ones that have proven ineffective in yielding positive changes in behavior and additionally raise the concern of equitable education for our unduplicated student groups.

A review of the data under Goals 1 and 2 in the Academic Update reveal a continued and persistent achievement gap for unduplicated student groups including low income, and Native American Students. Students in these groups are much less likely to meet college entrance requirements, enroll in honors or advanced placement classes, or meet grade level standards in mathematics and English-language arts as demonstrated on the CAASPP. Data from District Learning Assessments, under Goal 1, shows that students from unduplicated groups, including Native American Students and low income students enter school less ready to perform academically, and typically make little progress in closing the achievement gap before grade 12. With these facts in mind, and with input from employee and Parent Advisory groups, Sierra Unified has turned to research-based practices to implement new approaches to providing a more equitable education and an aggressive approach to closing achievement gaps.

Initial assessments of academic readiness are administered in the fall of the Kindergarten year. These assessments are administered three times each year through grade six to monitor students' academic progress. Those students who do not meet benchmark are provided with targeted interventions taking place within the school day using the deployment model for grades one through six and the push-in model for kindergarten students. Data from Goal 2 show that Native and low income students are at greater risk of not meeting benchmark and comprise over 70% of the students who receive the targeted intervention. Research by Robert Marzano, in his 2003 work *What Works in Schools*, indicates that targeted interventions, within the school day using the deployment model – which increases instructional time, rather than substitutes intervention for instruction, is a promising practice. The alternative considered was to continue past practice, wherein paraprofessionals were utilized on a part-time contract to serve the highest need students on a pull-

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).

out basis. Under this alternative, the highest need students missed initial instruction in order to receive support in reading and language arts from a non-credentialed employee. Longitudinal data has illustrated that practice to enhance rather than mitigate the learning gap. In the 2015-2016 school year, an Elementary Intervention Specialist (\$50,173, Goal 2-4) was added to oversee the RtI program and monitor student progress within the program.

At the secondary level, students in grades seven through twelve are provided with academic, career, and intervention counseling in an effort to address the needs of unduplicated student groups, specifically Native American and low income students. The objective in providing additional counseling services is to identify struggling students, provide needed support, and improve the opportunity for access to honors and advanced coursework as well as the motivation of career-based counseling services. Increased counseling services (\$231,867, Goal 2-2 and 2-3) work to decrease the individual counseling caseload so that under-performing students, primarily those who are Native American and low income, receive more individualized services leading to an increase in A-G completion and successful enrollment in honors and advanced coursework. The other alternative considered was to maintain the status quo at over 600 students per counseling caseload and not provide the additional services. Research conducted by R.T. Lapan and others (The Impact of More Fully Implemented Guidance Programs on the School Experience of High School Students; Journal of Counseling and Development; 75,292-302) revealed the effectiveness of counseling in showing that students in schools with more fully implemented model counseling programs were more likely to report: earning higher grades; feeling better prepared for their future, and having access to college and career information.

High quality initial instruction is of primary concern for all students, especially those who are less likely to be ready to enter college upon graduation, which is the case for unduplicated groups including Native American and low income students. While all students benefit, those students most at risk stand to see the greatest benefit. Douglas Reeves, in his work "Transforming Professional Development and Student Results" (2010, www.ascd.org) stresses the importance of providing internal, ongoing professional training. SUSD is building teacher capacity for providing high quality initial instruction in two main ways. First, an Academic Coach (\$108,152, Goal 1-5) and a Curriculum Director (funded with Supplemental and Title 1 funds - \$98,298 LCFF Supplemental, Goal 1-5), who support implementation of common core standards, improve delivery of initial instruction, and provide ongoing professional training on a weekly basis have been added. The second method of providing additional in-house professional training is through the addition of two contract days, set aside for teacher training needs (\$60,373, Goal 1-3) as identified by employee and parent groups as listed under the annual update for Goal 1. The professional training services have been extended to all teachers because, as a small rural district, it is impossible to isolate unduplicated students, including Native American and low income students to teachers who serve either only unduplicated student groups. If we were to "track" students, based on being low income (our primary unduplicated group),

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).

we would be in violation of a basic educational theory – that of the heterogeneous classroom being the best instructional setting for students of all ability levels.

Research shows that nearly 50% of all children experience emotional trauma in early childhood. Children in low income homes and foster care are even more likely to be exposed to the devastating impact of early childhood emotional trauma on the brain and one's social development. These children exhibit great difficulty managing their emotions, which may be explosive or disproportional to the situation. The inability to self-regulate emotional response and behavior makes learning difficult not only for the child who has experienced emotional trauma, but also the children who share the classroom with such a child. SUSD data analysis shows that children from low income families are more likely to require behavioral interventions and support; they also have nearly twice the suspension rate as that for all students and have a lower attendance rate. In past years, behavioral intervention has focused primarily on managing students' behavior with support from paraprofessionals and some additional counseling from the school psychologist. These strategies have shown some success, but as the number of students with lower ability to self-regulate their emotional response increases, the need for a therapeutic environment increases as well. The need exists to improve social-emotional intelligence in all children; increase the capacity for teachers to provide a trauma sensitive environment; and maintain access to the regular classroom environment without compromising the learning of any student. Licensed therapists and interns will provide therapy for students, groups and individuals, at Tier-2 and Tier-3 of the behavior intervention pyramid. They will also deliver professional training to teachers in the area of working with trauma impacted students and maintaining a trauma sensitive environment. We will implement this school-wide since 73% of district students who currently receive behavior intervention services are socioeconomically disadvantaged. In addition, SUSD will provide training in Positive Discipline in The Classroom (PDC) for all staff. PDC is an alternative discipline and classroom management philosophy which utilizes strategies developed from the work of renowned behavioral psychologist Alfred Adler on the basic human need for social belonging (%10,000, Goal 3.4). Research shows that the implementation of social emotional learning curriculum and individual and group therapy are critical components leading to student self regulation. This is identified as best practice in research, including that conducted by M. J. Elias in the November 2014 edition of Phi Delta Kappan. The other option considered was to continue with past practice which was to identify students struggling with self-regulation and use the traditional disciplinary system to address those behaviors, or to work with the student through the services of the school psychologist and seek support from Fresno County Mental Health or the Fresno County Office of the Superintendent Emotionally Disturbed programs outside the district. These practices were abandoned since both worked to exclude students from the academic program. (\$60,000, Goal 3-7 and 3-8).

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).

Review of CAASPP assessment data reveals that the unduplicated pupil population demonstrate the lowest percentage of students who meet or exceed standards. Research included in the ground breaking work "Teaching with Poverty in Mind" by Dr. Eric Jensen indicates that students living in poverty tend to have less verbal exposure, a poor sense of agency, low executive function and live in a more demanding environment. Dr. Jensen posits that targeted intervention, extended school hours and parent education classes can turn the tide and work to minimize the damaging impact of poverty on the educational outcomes of children. Further, in a 2005 review of literature, on the impact of school connectedness, Robert A. Blum found that as many as 40-60 percent of all high school students are chronically disengaged from school. This finding is important because school engagement is widely associated with important educational outcomes such as attendance, academic achievement and graduation rates. These findings are linked to SUSD student survey results which show that students living in poverty are less likely to feel connected to school. Interestingly Blum, like Jensen posited that extending the school day and/or providing more access to caring adults can substantially increase school connectedness, and by extension student success. These research findings are the basis for the following strategies, that will be utilized to close the opportunity gap for unduplicated student populations:

(Goal 1-6; \$60,596) Provide an extended school day program for students in grades 2-6 during which students will have the opportunity to participate in academic inspired clubs and activities as well as academic support ; and (Goal 3-13) Provide stipends for staffing of after school clubs and activities to increase school engagement and connectedness. Alternative methodologies considered for improving student outcomes was to continue with prior methods of pullout programs for targeted students which excluded these students from parts of their regular classroom instruction and failed to show any increase in achievement.

Data shows that unduplicated student populations are less likely to take coursework that will prepare them for college and career. In light of the research conducted by Dr. Eric Jensen (above) and many others, indicating that targeted interventions and extended school hours help to minimize some of the negative impacts of poverty; Sierra Unified will provide staff office hours to provide tutoring and support to secondary students; college entrance (SAT) test preparation opportunities; and support for dual enrollment courses.(\$36,000, Goal 2-12 and \$0 for Goal 2-15) and further training for teachers of AP courses (\$4,000, Goal 2.14). In addition, students in grades 8, in addition to grade 10 will be provided with opportunities to take the College Board PSAT the results of which will be used to increase awareness of college opportunities and familiarity with this important college entrance assessment (\$1,500, Goal 2.13)

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).

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2017-18**

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

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).

indeed the traditional ones that have proven ineffective in yielding changes in behavior and additionally raise the concern of equitable education for our unduplicated student groups.

A review of the data under Goals 1 and 2 in the Academic Update reveal a continued and persistent achievement gap for unduplicated student groups including low income, and Native American Students. Students in these groups are much less likely to meet college entrance requirements, enroll in honors or advanced placement classes, or meet grade level standards in mathematics and language arts as demonstrated on the CAASPP. Data from District Learning Assessments, under Goal 1, shows that students from unduplicated groups, including Native American Students and low income students enter school less ready to perform academically, and tend not to make up ground in closing the achievement gap before grade 12. With these facts in mind, and with input from employee and Parent Advisory groups, Sierra Unified has turned to research-based practices to implement new approaches to providing a more equitable education and an aggressive approach to closing achievement gaps.

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

At the secondary level, students in grades seven through twelve are provided with academic, career, and intervention counseling in an effort to address the needs of unduplicated student groups, specifically Native American and low income students. The objective in providing additional counseling services is to identify struggling students, provide needed support, and improve the opportunity for access to honors and advanced coursework as well as the motivation of career-based counseling services. Increased counseling services (\$120,202, Goal 2-2, \$51,160, Goal 2-3) work to decrease the individual counseling caseload so that under-performing students, primarily those who are Native American and low income, receive more individualized services leading to an increase in A-G

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).

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.

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).

These strategies have shown some success, but as the number of students with lower ability to self-regulate their emotional response increases, the need for a therapeutic environment increases as well. The need exists to improve social-emotional intelligence in all children, increase the capacity for teachers to provide a trauma sensitive environment, and maintain access to the regular classroom environment without compromising the learning of any student. Licensed therapists and interns will provide therapy for students, groups and individuals, to students at Tier-2 and Tier-3 of the behavior intervention pyramid. They will also deliver professional training to teachers in the area of working with trauma impacted students and maintaining a trauma sensitive environment. We will implement this school-wide since 73% of district students who currently receive behavior intervention services are socioeconomically disadvantaged. Research shows that the implementation of social emotional learning curriculum and individual and group therapy is a critical component leading to student self regulation, as stated previously, as identified as best practice in research, including that conducted by M. J. Elias in the November 2014 edition of Phi Delta Kappan. The other option considered was to continue with past practice which was to identify students struggling with self-regulation and use the traditional disciplinary system to address those behaviors or, alternately; to work with the student through the services of the school psychologist and seek support from Fresno County Mental Health or the Fresno County Office of the Superintendent Emotionally Disturbed programs outside the district. These practices were abandoned since both worked to exclude students from the academic program. (\$73,361, Goal 3-7 and 3-8).

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

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

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year. When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP. In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the 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/fg/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; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

Using actual annual measurable outcome data, including data from the 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. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the 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 included as contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

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

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering "All", "Students with Disabilities", or "Specific Student

Group(s)". If "Specific Student Group(s)" is entered, identify the specific student group(s) as appropriate.

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

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

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

Charter schools may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
 - b. Mathematics – CCSS for Mathematics
 - c. English Language Development (ELD)
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

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

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

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

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

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

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

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

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

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

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

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

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

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

Local Priorities address:

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

- (a) “Chronic absenteeism rate” shall be calculated as follows:
 - (1) The number of 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 5 *CCR* 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 *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

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

- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, October 2016

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	13,923,306.00	14,122,345.00	13,923,306.00	14,254,004.00	14,465,733.00	42,643,043.00
	0.00	0.00	0.00	0.00	0.00	0.00
Governors CTE Initiative: California Partnership Academies	0.00	0.00	0.00	0.00	4,000.00	4,000.00
LCFF	13,659,586.00	13,828,781.00	13,659,586.00	13,974,843.00	14,182,572.00	41,817,001.00
Lottery	0.00	61,388.00	0.00	0.00	0.00	0.00
Not Applicable	0.00	0.00	0.00	0.00	0.00	0.00
Other	54,352.00	111,244.00	54,352.00	109,352.00	109,352.00	273,056.00
Title I	209,368.00	120,932.00	209,368.00	169,809.00	169,809.00	548,986.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type						
Object Type	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	13,923,306.00	14,122,345.00	13,923,306.00	14,254,004.00	14,465,733.00	42,643,043.00
	11,936,292.00	11,617,464.00	11,937,792.00	12,047,439.00	12,351,026.00	36,336,257.00
1000-1999: Certificated Personnel Salaries	56,354.00	61,873.00	56,354.00	60,373.00	60,373.00	177,100.00
2000-2999: Classified Personnel Salaries	0.00	0.00	0.00	43,257.00	44,282.00	87,539.00
4000-4999: Books And Supplies	856,454.00	1,055,031.00	854,954.00	1,009,655.00	932,604.00	2,797,213.00
5000-5999: Services And Other Operating Expenditures	871,606.00	1,185,377.00	871,606.00	905,880.00	890,048.00	2,667,534.00
5800: Professional/Consulting Services And Operating Expenditures	23,750.00	23,750.00	23,750.00	93,400.00	93,400.00	210,550.00
6000-6999: Capital Outlay	103,850.00	103,850.00	103,850.00	19,000.00	19,000.00	141,850.00
7000-7439: Other Outgo	75,000.00	75,000.00	75,000.00	75,000.00	75,000.00	225,000.00
Not Applicable	0.00	0.00	0.00	0.00	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	13,923,306.00	14,122,345.00	13,923,306.00	14,254,004.00	14,465,733.00	42,643,043.00
	LCFF	11,672,572.00	11,462,180.00	11,674,072.00	11,877,630.00	12,181,217.00	35,732,919.00
	Not Applicable	0.00	0.00	0.00	0.00	0.00	0.00
	Other	54,352.00	34,352.00	54,352.00	0.00	0.00	54,352.00
	Title I	209,368.00	120,932.00	209,368.00	169,809.00	169,809.00	548,986.00
1000-1999: Certificated Personnel Salaries	LCFF	56,354.00	61,873.00	56,354.00	60,373.00	60,373.00	177,100.00
2000-2999: Classified Personnel Salaries	LCFF	0.00	0.00	0.00	8,905.00	9,930.00	18,835.00
2000-2999: Classified Personnel Salaries	Other	0.00	0.00	0.00	34,352.00	34,352.00	68,704.00
4000-4999: Books And Supplies	LCFF	856,454.00	993,643.00	854,954.00	1,009,655.00	932,604.00	2,797,213.00
4000-4999: Books And Supplies	Lottery	0.00	61,388.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Governors CTE Initiative: California Partnership Academies	0.00	0.00	0.00	0.00	4,000.00	4,000.00
5000-5999: Services And Other Operating Expenditures	LCFF	871,606.00	1,108,485.00	871,606.00	905,880.00	886,048.00	2,663,534.00
5000-5999: Services And Other Operating Expenditures	Other	0.00	76,892.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	23,750.00	23,750.00	23,750.00	18,400.00	18,400.00	60,550.00
5800: Professional/Consulting Services And Operating Expenditures	Other	0.00	0.00	0.00	75,000.00	75,000.00	150,000.00
6000-6999: Capital Outlay		0.00	0.00	0.00	0.00	0.00	0.00
6000-6999: Capital Outlay	LCFF	103,850.00	103,850.00	103,850.00	19,000.00	19,000.00	141,850.00
7000-7439: Other Outgo	LCFF	75,000.00	75,000.00	75,000.00	75,000.00	75,000.00	225,000.00
Not Applicable	Not Applicable	0.00	0.00	0.00	0.00	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal

Goal	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	6,947,438.00	7,089,491.00	6,947,438.00	6,871,890.00	6,931,409.00	20,750,737.00
Goal 2	1,548,884.00	1,574,634.00	1,548,884.00	1,651,168.00	1,685,999.00	4,886,051.00
Goal 3	5,426,984.00	5,458,220.00	5,426,984.00	5,730,946.00	5,848,325.00	17,006,255.00
Goal 4			0.00	0.00	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.