

**SIERRA SANDS UNIFIED SCHOOL DISTRICT**

**Board of Education  
Special Meeting**

**June 13, 2019  
District Office  
113 W. Felspar Ave.  
[www.ssusd.org](http://www.ssusd.org)**

*We, the members of the Board of Education of the Sierra Sands Unified School District, are committed to providing the highest quality education in a safe environment to all K-12 students. We believe the school shares with the family, church, and community the responsibility for developing life-long learners who are responsible, productive citizens.*

**A G E N D A**

CALL TO ORDER AND PLEDGE TO THE FLAG

6:15 p.m.

Amy Castillo-Covert  
Bill Farris  
Tim Johnson – telephonically from 960 Orange Avenue, Orange, CA  
Kurt Rockwell, President  
Michael Scott, Vice President/Clerk

Ernest M. Bell, Jr., Superintendent

MOMENT OF SILENCE

1. ADOPTION OF AGENDA

2. POLICY DEVELOPMENT AND REVIEW

2.1 Approval of Revisions to Board Policy and New Administrative Regulation 5131.2,  
Bullying

3. GENERAL ADMINISTRATION

3.1 The board will meet in a workshop session to discuss the district LCAP, LCAP  
Federal Addendum and budget.

4. ADJOURNMENT

2. POLICY DEVELOPMENT AND REVIEW

2.1 Approval of Revisions to Board Policy and New Administrative Regulation 5131.2, Bullying

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BACKGROUND INFORMATION: The Assistant Superintendent of Human Resources has reviewed selected board policies and administrative regulations as a result of recommendations for revisions from the California School Boards Association (CSBA) policy service.

CURRENT CONSIDERATIONS: This policy has been updated and the administrative regulation added to reflect a new law (AB 2291) which mandates districts to adopt, on or before December 31, 2019, procedures for preventing acts of bullying, including cyberbullying. The new administrative regulation includes material formerly in the board policy regarding bullying prevention measures, staff development, student instruction, reporting, and corrective actions. The administrative regulation also adds the definition of bullying and examples of behaviors that may constitute bullying and cyberbullying, and reflects CDE's online training module on bullying developed pursuant to AB 2291.

FINANCIAL IMPLICATIONS: None.

SUPERINTENDENT'S RECOMMENDATION: Approve revisions to Board Policy and new Administrative Regulation 5131.2, Bullying as presented.

**Bullying**

The Sierra Sands Unified School District recognizes the harmful effects of bullying on student *well-being*, learning and school attendance and desires to provide a safe school environments that protect students from physical and emotional harm. ~~District employees shall establish student safety as a high priority and shall not tolerate bullying of any student.~~

No individual or group shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, retaliate, cyberbully, cause bodily injury to, or commit hate violence against any other student or school *personnel or retaliate against them for filing a complaint or participating in the complaint resolution process.*

- (cf. 5131 - Conduct)
- (cf. 5136 - Gangs)
- (cf. 5145.3 - Nondiscrimination/Harassment)
- (cf. 5145.7 - Sexual Harassment)
- (cf. 5145.9 - Hate-Motivated Behavior)

*The Superintendent or designee shall develop strategies for addressing bullying in district schools with the involvement of students, parents/guardians, and staff. As appropriate, the Superintendent or designee may also collaborate with social services, mental health services, law enforcement, courts, and other agencies and community organizations in the development and implementation of effective strategies to promote safety in schools and the community.*

- (cf. 1220 - Citizen Advisory Committees)
- (cf. 1400 - Relations Between Other Governmental Agencies and the Schools)
- (cf. 6020 - Parent Involvement)

*Such strategies shall be incorporated into the comprehensive safety plan and, to the extent possible, into the local control and accountability plan and other applicable district and school plans.*

- (cf. 0420 - School Plans/Site Councils)
- (cf. 0450 - Comprehensive Safety Plan)

~~Cyberbullying includes the creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.~~

- ~~(cf. 5145.2 - Freedom of Speech/Expression)~~
- ~~(cf. 6163.4 - Student Use of Technology)~~

**Bullying**

~~Strategies for addressing bullying in district schools shall be developed with involvement of key stakeholders including students, parents/guardians, and staff, and may be incorporated into the comprehensive safety plan, the local control and accountability plan, and other applicable district and school plans.~~

~~(cf. 0420—School Plans/Site Councils)~~

~~(cf. 0450—Comprehensive Safety Plan)~~

~~(cf. 0460—Local Control and Accountability Plan)~~

~~(cf. 1220—Citizen Advisory Committees)~~

~~(cf. 1400—Relations Between Other Governmental Agencies and the Schools)~~

~~(cf. 6020—Parent Involvement)~~

~~As appropriate, the Superintendent or designee may collaborate with law enforcement, courts, social services, mental health services, other agencies, and community organizations in the development and implementation of joint strategies to promote safety in schools and the community and to provide services for alleged victims and perpetrators of bullying.~~

~~(cf. 1020—Youth Services)~~

**Bullying Prevention**

~~To the extent possible, district schools shall focus on the prevention of bullying by establishing clear rules for student conduct and implementing strategies to promote a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, of district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying.~~

~~(cf. 5137—Positive School Climate)~~

~~As appropriate, the district shall provide students with instruction, in the classroom or other educational settings, that promotes effective communication and conflict resolution skills, social skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.~~

~~(cf. 6142.8—Comprehensive Health Education)~~

~~(cf. 6142.94—History—Social Science Instruction)~~

~~Such instruction shall also educate students about the negative impact of bullying, discrimination, intimidation, and harassment based on actual or perceived immigration status, religious beliefs and customs, or any other individual bias or prejudice.~~

## Bullying

~~The Superintendent or designee shall provide training to teachers and other school staff to raise their awareness about the legal obligation of the district and its employees to prevent discrimination, harassment, intimidation, and bullying of district students. Such training shall be designed to provide staff with the skills to:~~

- ~~1. Discuss the diversity of the student body and school community, including their varying immigration experiences~~
- ~~2. Discuss bullying prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims~~
- ~~3. Identify the signs of bullying or harassing behavior~~
- ~~4. Take immediate corrective action when bullying is observed~~
- ~~5. Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior~~

~~(cf. 4131—Staff Development)~~

~~(cf. 4231—Staff Development)~~

~~(cf. 4331—Staff Development)~~

~~Based on an assessment of bullying incidents at school, the Superintendent or designee may increase supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, and cafeterias.~~

## Intervention

~~Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the Superintendent or designee shall develop means for students to report threats or incidents confidentially and anonymously.~~

~~School staff who witness an act of bullying shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)~~

~~When appropriate based on the severity or pervasiveness of the bullying, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators and may contact law enforcement.~~

~~The Superintendent, principal, or principal's designee may refer a victim, witness, perpetrator, or other student affected by an act of bullying to a school counselor, school psychologist, social-~~

**Bullying**

~~worker, child welfare attendance personnel, school nurse, or other school support service personnel for case management, counseling, and/or participation in a restorative justice program as appropriate. (Education Code 48900.9)~~

~~(cf. 6164.2 Guidance/Counseling Services)~~

Complaints and Investigation

~~Any complaint of bullying, shall be investigated and, if determined to be discriminatory, resolved in accordance with law and the district's uniform complaint procedures specified in AR 1312.3. If, during the investigation, it is determined that a complaint is about nondiscriminatory bullying, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint. whether it is discriminatory or nondiscriminatory, shall be investigated and resolved in accordance with law and the district's uniform complaint procedures specified in AR 1312.3 Uniform Complaint Procedures.~~

~~(cf. 1312.3 - Uniform Complaint Procedures)~~

~~Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the principal, a compliance officer, or any other available school employee. Within one business day of receiving such a report, a staff member shall notify the principal of the report, whether or not a uniform complaint is filed. Within two business days of receiving a report of bullying, the principal shall notify a district compliance officer identified in AR 1312.3. In addition, any school employee who observes an incident of bullying involving a student shall, within one business day, report his/her observation to the principal or a district compliance officer, whether or not the alleged victim files a complaint.~~

~~When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated. When a student uses a social networking site or service to bully or harass another student, the Superintendent or designee may file a request with the networking site or service to suspend the privileges of the student and to have the material removed.~~

~~If the student is using a social networking site or service that has terms of use that prohibit posting of harmful material, the Superintendent or designee also may file a complaint with the Internet site or service to have the material removed.~~

~~When a report of bullying is submitted, the principal or a district compliance officer shall inform~~

**Bullying**

~~the student or parent/guardian of the right to file a formal written complaint in accordance with AR 1312.3. The student who is the alleged victim of the bullying shall be given an opportunity to describe the incident, identify witnesses who may have relevant information, and provide other evidence of bullying.~~

~~Investigation and Resolution of Complaints~~

~~Any complaint of bullying shall be investigated and, if determined to be discriminatory, resolved in accordance with law and the district's uniform complaint procedures specified in AR 1312.3.~~

~~If, during the investigation, it is determined that a complaint is about nondiscriminatory bullying, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.~~

~~Discipline~~

~~Corrective actions for a student who commits an act of bullying of any type may include counseling, behavioral intervention and education, and, if the behavior is severe or pervasive as defined in Education Code 48900, may include suspension or expulsion in accordance with district policies and regulations.~~

~~(cf. 5138 – Conflict Resolution/Peer Mediation)~~

~~(cf. 5144 – Discipline)~~

~~(cf. 5144.1 – Suspension and Expulsion/Due Process)~~

~~(cf. 5144.2 – Suspension and Expulsion/Due Process (Students with Disabilities))~~

~~(cf. 6159.4 – Behavioral Interventions for Special Education Students)~~

Any employee who permits or engages in bullying or retaliation related to bullying shall be subject to disciplinary action, up to and including dismissal.

(cf. 4117.3 - Dismissal)

(cf. 4118 - Suspension/Disciplinary Action)

(cf. 4119.21/4219.21/4319.21 - Professional Standards)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination

32282 Comprehensive safety plan

## Students

BP 5131.2 (f)

## Bullying

32283.5 Bullying; online training

35181 Governing board policy on responsibilities of students

35291-35291.5 Rules

48900-48925 Suspension or expulsion

48985 Translation of notices

52060-52077 Local control and accountability plan

PENAL CODE

422.55 Definition of hate crime

647 Use of camera or other instrument to invade person's privacy; misdemeanor

647.7 Use of camera or other instrument to invade person's privacy; punishment

653.2 Electronic communication devices, threats to safety

CODE OF REGULATIONS, TITLE 5

4600-4687 Uniform complaint procedures

UNITED STATES CODE, TITLE 47

254 Universal service discounts (e-rate)

CODE OF FEDERAL REGULATIONS, TITLE 28

35.107 Nondiscrimination on basis of disability; complaints

CODE OF FEDERAL REGULATIONS, TITLE 34

104.7 Designation of responsible employee for Section 504

106.8 Designation of responsible employee for Title IX

110.25 Notification of nondiscrimination on the basis of age

COURT DECISIONS

Wynar v. Douglas County School District, (2013) 728 F.3d 1062

J.C. v. Beverly Hills Unified School District, (2010) 711 F.Supp.2d 1094

Lavine v. Blaine School District, (2002) 279 F.3d 719

Management Resources:

CSBA PUBLICATIONS

Final Guidance: AB 1266, Transgender and Gender Nonconforming Students, Privacy, Programs, Activities & Facilities, Legal Guidance, March 2014

Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014

Addressing the Conditions of Children: Focus on Bullying, Governance Brief, December 2012

Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011

**Cyberbullying: Policy Considerations for Boards, Policy Brief, rev. July 2010**

Building Healthy Communities: A School Leaders Guide to Collaboration and Community Engagement, 2009

~~Cyberbullying: Policy Considerations for Boards, Policy Brief, July 2007~~

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

**Bullying Module**

California's Social and Emotional Learning: Guiding Principles, 2018

**Bullying**

***Social and Emotional Learning in California: A Guide to Resources, 2018***

Health Education Content Standards for California Public Schools: Kindergarten Through Grade Twelve, 2008

Bullying at School, 2003

CALIFORNIA OFFICE OF THE ATTORNEY GENERAL PUBLICATIONS

Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California K-12 Schools in Responding to Immigration Issues, April 2018

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

~~Guidance to Schools: Bullying of Students with Disabilities, October 2014~~

~~Dear Colleague Letter: Bullying of Students with Disabilities, August 2013~~

***Dear Colleague Letter: Responding to Bullying of Students with Disabilities, October 2014***

***Guidance to America's Schools: Bullying of Students with Disabilities, October 2014***

Dear Colleague Letter: Guidance on Schools' Obligations to Protect Students from Student-on-Student Harassment on the Basis of Sex; Race, Color and National Origin; and Disability, October 26, 2010

Dear Colleague Letter: Harassment and Bullying, October 2010

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education, Safe Schools Office: <http://www.cde.ca.gov/ls/ss>

California Office of the Attorney General: <http://oag.ca.gov>

Center on Great Teachers and Leaders: <http://gtlcenter.org>

Collaborative for Academic Social and Emotional Learning: <http://casel.org>

Common Sense Media: <http://www.commonsensemedia.org>

National School Safety Center: <http://www.schoolsafety.us>

Partnership for Children and Youth: <http://www.partnerforchildren.org>

U.S. Department of Education: <http://www.ed.gov>

*Bullying*

*Definitions*

*Bullying is an unwanted, aggressive behavior that involves a real or perceived imbalance of power between individuals with the intent to cause emotional or physical harm. Bullying can be physical, verbal, or social/relational and involves repetition or potential repetition of a deliberate act.*

*Cyberbullying includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images. Cyberbullying also includes breaking into another person's electronic account or assuming that person's online identity in order to damage that person's reputation.*

*(cf. 5145.2 - Freedom of Speech/Expression)*

*(cf. 6163.4 - Student Use of Technology)*

*Examples of the types of conduct that may constitute bullying and are prohibited by the district include, but are not limited to:*

- 1. Physical bullying that inflicts harm upon a person's body or possessions, such as hitting, kicking, pinching, spitting, tripping, pushing, taking or breaking someone's possessions, or making cruel or rude hand gestures*
- 2. Verbal bullying that includes saying or writing hurtful things, such as teasing, name-calling, inappropriate sexual comments, taunting, or threats to cause harm*
- 3. Social/relational bullying that harms a person's reputation or relationships, such as leaving a person out of an activity on purpose, influencing others not to be friends with someone, spreading rumors, or embarrassing someone in public*
- 4. Cyberbullying, such as sending demeaning or hateful text messages or emails, sending rumors by email or by posting on social networking sites, or posting embarrassing photos, videos, web site, or fake profiles*

*Measures to Prevent Bullying*

*The Superintendent or designee shall implement measures to prevent bullying in district schools, including, but not limited to, the following:*

- 1. Ensuring that each school establishes clear rules for student conduct and implements strategies to promote a positive, collaborative school climate*

**Bullying**

*(cf. 5131 - Conduct)*

*(cf. 5137 - Positive School Climate)*

2. *Providing to students, through student handbooks and other age-appropriate means, information about district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying*
3. *Encouraging students to notify school staff when they are being bullied or when they suspect that another student is being bullied, and providing means by which students may report threats or incidents confidentially and anonymously*
4. *Conducting an assessment of bullying incidents at each school and, if necessary, increasing supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, and cafeterias*
5. *Annually notifying district employees that, pursuant to Education Code 234.1, any school staff who witnesses an act of bullying against a student has a responsibility to immediately intervene to stop the incident when it is safe to do so*

**Staff Development**

*The Superintendent or designee shall make the California Department of Education's online training module on the dynamics of bullying and cyberbullying, which includes the identification of bullying and cyberbullying and the implementation of strategies to address bullying, available annually to all certificated staff and to other employees who have regular interaction with students. (Education Code 32283.5)*

*(cf. 4131 - Staff Development)*

*(cf. 4231 - Staff Development)*

*(cf. 4331 - Staff Development)*

*The Superintendent or designee shall provide training to teachers and other school staff to raise their awareness about the legal obligation of the district and its employees to prevent discrimination, harassment, intimidation, and bullying of district students. Such training shall be designed to provide staff with the skills to:*

1. *Discuss the diversity of the student body and school community, including their varying immigration experiences*
2. *Discuss bullying prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims*

**Bullying**

3. *Identify the signs of bullying or harassing behavior*
4. *Take immediate corrective action when bullying is observed*
5. *Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior*

**Student Instruction**

*As appropriate, the district shall provide students with instruction, in the classroom or other educational settings, that promotes social-emotional learning, effective communication and conflict resolution skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.*

*(cf. 6142.8 - Comprehensive Health Education)*

*(cf. 6142.94 - History-Social Science Instruction)*

*The district shall also educate students about the negative impact of bullying, discrimination, intimidation, and harassment based on actual or perceived immigration status, religious beliefs and customs, or any other individual bias or prejudice.*

*Students should be taught the difference between appropriate and inappropriate behaviors, how to advocate for themselves, how to help another student who is being bullied, and when to seek assistance from a trusted adult. As role models for students, staff shall be expected to demonstrate effective problem-solving and anger management skills.*

*To discourage cyberbullying, teachers may advise students to be cautious about sharing passwords, personal data, or private photos online and to consider the consequences of making negative comments about others online.*

**Reporting and Filing of Complaints**

*Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the principal, a compliance officer, or any other available school employee.*

*When a report of bullying is submitted, the principal or a district compliance officer shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with AR 1312.3 - Uniform Complaint Procedures. The student who is the alleged victim of the bullying shall be given an opportunity to describe the incident, identify witnesses who may have relevant information, and provide other evidence of bullying.*

**Bullying**

*(cf. 1312.3 - Uniform Complaint Procedures)*

*Within one business day of receiving such a report, a staff member shall notify the principal of the report, whether or not a uniform complaint is filed. In addition, any school employee who observes an incident of bullying involving a student shall, within one business day, report such observation to the principal or a district compliance officer, whether or not the alleged victim files a complaint.*

*Within two business days of receiving a report of bullying, the principal shall notify the district compliance officer identified in AR 1312.3.*

*When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated. When a student uses a social networking site or service to bully or harass another student, the Superintendent or designee may file a request with the networking site or service to suspend the privileges of the student and to have the material removed.*

**Discipline/Corrective Actions**

*Corrective actions for a student who commits an act of bullying of any type may include counseling, behavioral intervention and education, and, if the behavior is severe or pervasive as defined in Education Code 48900, may include suspension or expulsion in accordance with district policies and regulations.*

*(cf. 5138 - Conflict Resolution/Peer Mediation)*

*(cf. 5144 - Discipline)*

*(cf. 5144.1 - Suspension and Expulsion/Due Process)*

*(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))*

*(cf. 6159.4 - Behavioral Interventions for Special Education Students)*

*When appropriate based on the severity or pervasiveness of the bullying, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators and may contact law enforcement.*

*The Superintendent, principal, or principal's designee may refer a victim, witness, perpetrator, or other student affected by an act of bullying to a school counselor, school psychologist, social worker, child welfare attendance personnel, school nurse, or other school support service personnel for case management, counseling, and/or participation in a restorative justice program as appropriate. (Education Code 48900.9)*

*Students*

*AR 5131.2 (e)*

*Bullying*

*(cf. 6164.2 - Guidance/Counseling Services)*

*If any student involved in bullying exhibits warning signs of suicidal thought or intention or of intent to harm another person, the Superintendent or designee shall, as appropriate, implement district intervention protocols which may include, but are not limited to, referral to district or community mental health services, other health professionals, and/or law enforcement.*

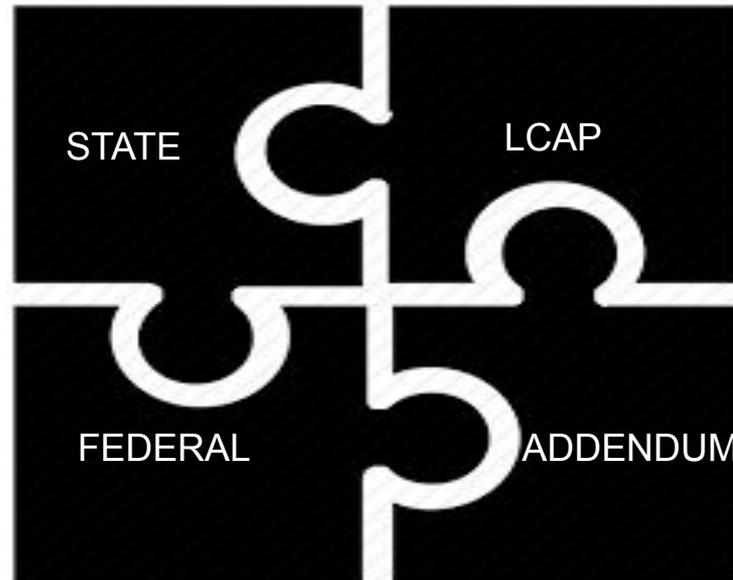
*(cf. 5141.52 - Suicide Prevention)*

*Administrative Regulation  
adopted: June 13, 2019*

*SIERRA SANDS UNIFIED SCHOOL DISTRICT  
Ridgecrest, California*

# Sierra Sands Unified School District LCAP and Federal Addendum Overview

June 13, 2019



# LCAP Composition

1. Plan Summary/The Story: Description of students and community served.
  2. Plan Summary: Highlights
  3. Plan Summary: Greatest Progress
  4. Plan Summary: Greatest Needs
  5. Plan Summary: Performance Gaps
  6. Comprehensive Support and Improvement: Inyokern Elementary School
  7. Annual Updates: on 2018-19 Goals
  8. Stakeholder Engagement
- 
9. 2019-20 Goals/Actions/Expenditures
  10. Increased or Improved Services for Unduplicated Pupils
  11. LCAP Expenditure Summary

**\*NEW\* LCAP Budget Overview for Parents**

# Progress

The district continues to perform in the "High" and "Medium" levels for **graduation rates** for "All Students" (Level: High 91.6%, Declined -2.7%) as well as student groups **Socioeconomically Disadvantaged** (88.1%), **Hispanic** (89.2%), and **White** (92.0%).

- To maintain "High" and "Medium" graduation rate levels, the district will:
  - Continue to monitor secondary D and F rates
  - Offer ongoing credit recovery through Accelus
  - Offer secondary summer school
  - Provide supplemental English Learner support in summer school
  - Offer ALL (academic intervention) at the high school and outside the school day intervention/academic support at the middle schools
  - Continue the METS course for high school freshman to further support at risk, unduplicated pupils

# Needs

**Suspension rates** for "All Students" status is "High" at 6.6% and nearly all student groups are in the yellow, orange, and red ranges indicating "High" or "Very High" status.

## **Suspension Action Items:**

- Further the implementation of effective PBIS strategies at the secondary level
- Increase alternatives to suspensions
- Increase support of behavior systems through the Coordinator of Student Services, and increase secondary behavior systems of support through the implementation of a "Student Support Center" model and personnel

# Needs

**Academic Indicators-ELA** and **Math** remain an area of need as both indicators are in the orange range.

## Academic Action Items:

- Provide professional development to improve "first" instruction; provide instructional coaching for teachers
- Continue to provide within the school day and outside the school day academic interventions
- Implement 3rd-5th and 6th-8th math Units of Instruction based on the Interim Assessment Blocks (IABs)
- Students with Disabilities: Provide instructional coaching with targeted support for non-credentialed SPED teachers (14 in the 2018-19 school year; provide professional development)
- Foster Youth: In addition to supports noted for "All Students", target instructional supports for FY

# Performance Gaps

**Suspension Rate** data show that compared to the “All Students” average suspension rate of 6.6%, the following student groups are 5%-10% above the “All” rate:

- **African American** (12.3%)      **American Indian/Alaska Native** (11.0%)  
**Foster Youth** (16.0%)      **Students with Disabilities** (11.8%)

**ELA Academic** data show that compared to the “All Students” orange performance level, **Foster Youth** and **Students with Disabilities** are in the red performance level.

**Math Academic** data show that compared to the “All Students” orange performance level, **African American**, **Foster Youth**, and **Students with Disabilities** are in the red performance level.

**College and Career** data show that compared to the “All Students” yellow performance level, **Students with Disabilities** are in the red performance level.

# Performance Gaps Action Items

## Suspension:

- Employ a Student Services Coordinator to increase and monitor supports to UPs
- Implement a Student Services Center to increase behavioral supports to UPs
- Employ a full time Student Services Instructor at three secondary sites to increase behavioral supports to UPs
- Increase social-emotional support through counseling services
- Increase the use of restorative practices and systematic alternatives to suspension
- Provide professional development on student behavior and best practices

## ELA/Math:

- Provide professional development to improve “first” instruction (ELA: Step Up to Writing, Orton Gillingham, Expository Reading and Writing Course Math: Math Solutions, UCLA Curtis Center Math Coaching)
- Provide within the school day and outside the school day academic interventions
- Increase targeted interventions and re-teaching based upon common formative assessments including but not limited to Interim Assessment Blocks (IABs)

# Performance Gaps Action Items

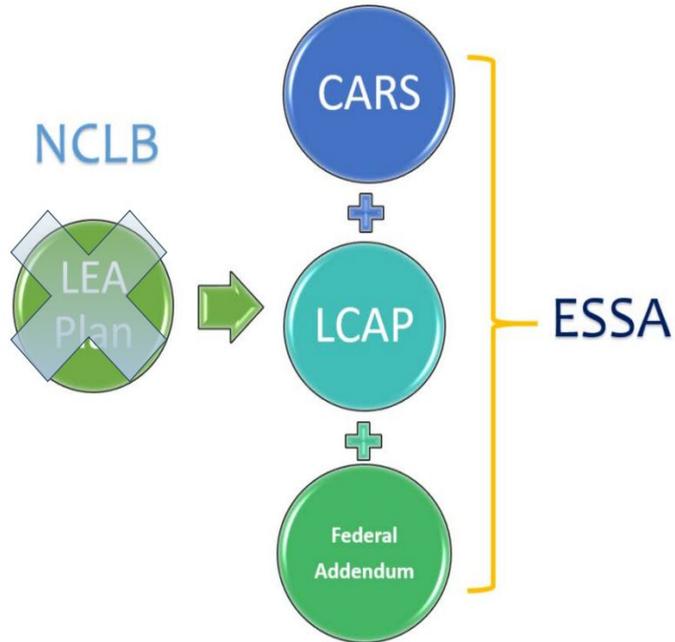
## College and Career:

- Seek opportunities for SWDs to complete a College Credit Course
- Maximize Universal Tools and Designated Support usage in ongoing classroom instruction and in state assessments
- Provide professional development on increasing SWDs' academic achievement

# Proposed New 2019-20 Actions/Services

- Provide additional Secondary Math Teachers to increase teacher to student ratios to improve individualized education supports.
- Provide Coordinator of Student Services (75% S & C Funded) to support improved student engagement and school climate indicator outcomes for unduplicated students.
- Provide Secondary Support Center Instructors (three) to support improved student engagement and school climate indicator outcomes for unduplicated students.
- Provide Elementary Positive Behavior Intervention Support (PBIS) coaching stipends to support improved student engagement and school climate indicator outcomes for unduplicated students.

# LCAP Federal Addendum Background



- Under the No Child Left Behind (NCLB) era, the federal program plan was known as the Local Education Agency Plan or LEAP.
- LEAs that apply for ESSA funds are required to complete the LCAP Federal Addendum and the Local Control Accountability Plan (LCAP).
- The LCAP Federal Addendum is meant to supplement the LCAP to ensure that LEAs meet ESSA plan provisions.
- The Sierra Sands USD's LCAP Federal Addendum documents the district's approach to maximizing the impact of federal programs in support of underserved students.

# **SSUSD LCAP Federal Addendum Highlights**

## **Title I, Part A: Improving the Academic Achievement of the Disadvantaged**

Program Requirements Met:

- Educator Equity
- Parent & Family Engagement
- Schoolwide & Targeted Support Programs
- Homeless Children & Youth Services

## **Title II, Part A: Preparing, Training, and Recruiting High-Quality Teachers, Principals, or Other School Leaders**

Program Requirements Met:

- Professional Growth and Improvement
- Prioritizing Funding
- Data and Consultation to Support Continuous Improvement

# **SSUSD LCAP Federal Addendum Highlights**

## **Title III, Part A: Language Instruction for English Learners and Immigrant Students**

Program Requirements Met:

- Professional Development
- Programs and Activities
- English Proficiency and Academic Achievement

## **Title IV, Part A: Student Support and Academic Enrichment**

Program Requirements Met:

- Activities and Programs