

AGENDA FOR THE REGULAR MEETING OF THE  
SIERRA COUNTY BOARD OF EDUCATION

May 10, 2016

5:00 pm CLOSED SESSION

6:00 pm REGULAR SESSION

Sierra County Office of Education, 109 Beckwith Rd., Room 4, Loyalton, CA 96118

This meeting will be available for videoconferencing at Downieville School, 130 School Street, Downieville CA 95936  
*In the case of a technological difficulty at either school site, videoconferencing will not be available.*

*Any individual who requires disability-related accommodations or modifications including auxiliary aids and services in order to participate in the Board meeting should contact the Superintendent or designee in writing.*

*Public inspection of agenda documents that are distributed to the Board less than 72 hours before the meeting, will be made available at the Sierra County Board of Education, 109 Beckwith Road, Room 3, Loyalton, CA, 96118, and posted with the online agenda at <http://www.sierracountyofficeofeducation.org> (Government Code 54957.5)*

(Please be advised that this meeting will be recorded.)

A. ROLL CALL

B. APPROVAL OF THE AGENDA

C. PUBLIC COMMENT FOR CLOSED SESSION

At this time, the meeting opens for any public comments regarding the Closed Session item.

D. CLOSED SESSION

The Board of Trustees, Superintendent Dr. Merrill M. Grant and Rose Asquith, Business Manager will move into Closed Session to discuss the following item:

1. Government Code §54957.6, Conference with Labor Negotiators  
Agency Negotiator for the Board: Dr. Merrill M. Grant, Superintendent  
Employee Organizations:  
    Represented Employees: Sierra-Plumas Teachers' Association  
    Unrepresented Employees: Classified Employees  
    Confidential Employees  
    Administrative Employees

E. RETURN TO OPEN SESSION

F. FLAG SALUTE

G. REPORT OUT FROM CLOSED SESSION

H. INFORMATION/DISCUSSION ITEMS

1. Presentation: Mr. Danny Birkholz, Project Developer, SMARTWATT Energy, Inc., Proposition 39 Energy Conservation and Energy Efficiency

Sierra County Board of Education  
Regular Meeting Agenda  
May 10, 2016

2. Superintendent's Report
  - a. California County Superintendents Educational Services Association (CCSESA) Quarterly Meeting
  - b. Hillary Lozano appointed Instructional Aide, .9 FTE, Resource Program, Downieville Elementary School
3. Business Report
  - a. Board Report-Expenditures by Object 07/01/15 to 4/30/16\*\*
4. Staff Reports (5 minutes)
5. SPTA Report (5 minutes)
6. Board Members' Report (5 minutes)
7. Public Comment – This is an opportunity for members of the public to directly address the governing board on any item of interest that is within the subject matter jurisdiction of the governing board whether or not it is listed on the agenda. Five minutes may be allotted to each speaker and a maximum of twenty minutes to each subject matter. (Education Code 35145.5; Bylaw 9322; Government Code 54954.3)
  - a. Current location
  - b. Videoconference location

I. CONSENT CALENDAR

1. Approval of minutes of the Regular Board meeting held April 12, 2016\*\*
2. Approval of bill warrants for month of April 2016\*\*
3. Review of BP/AR/E 5116.1, Intradistrict Open Enrollment\*\* (The Board shall annually review this policy. Education Code 35160.5, 48980)

J. ACTION ITEMS

1. New Business

**PUBLIC HEARING-LCAP**

- 1516-78 Public Hearing and Presentation of the 2016-17 Local Control and Accountability Plan will address any public comments and questions\*\* (Grant)

**PUBLIC HEARING-SCOE Budget**

- 1516-79 Public Hearing and Presentation of the 2016-17 Proposed Budget to inform the public and to receive and address public comments\*\* (Asquith)

**PUBLIC HEARING-Proposition 30, Education Protection Account**

- 1516-80 **The Purpose of the Public Hearing** is to receive public comment on the use of Proposition 30 funding for 2016-2017\*\* (Asquith)
- 1516-81 Authorization for Certificated Employees to participate in up to three Staff Development Activities during 2016-17, designed by teachers for teachers pursuant to the provision of SB1193, at least six hours in length, to be compensated at the rate of \$200 per documented Staff Development Activity. (SPTA Collective Bargaining Agreement Article 3.11)
- 1516-82 Approval of Sierra-Plumas Joint Unified School District Wellness Policy\*\*

**BOARD POLICIES AND ADMINISTRATIVE REGULATIONS**

- 1516-83 Approval of Exhibit 3312 E,
- 1516-84 Approval of Board Policy and Administrative Regulation 3515.2, Disruptions\*\*
- 1516-85 Approval of Board Policy 5030, Student Wellness\*\*
- 1516-86 Approval of Board Policy 5146, Married/Pregnant/Parenting Students\*\*
- 1516-87 *First Reading*, Board Policy and Exhibit 3515.7, Firearms on School Grounds\*\*

**K. ADVANCED PLANNING**

- 1. Next Regular Board Meeting will be held on June 14, 2016, at Downieville School, 130 School Street, Downieville CA 95936, beginning with Closed Session, as needed, at 5 pm and the Regular Board Meeting at 6:00 pm
- 2. Suggested Agenda Items
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_

**L. ADJOURNMENT**



Dr. Merrill M. Grant, Superintendent  
Secretary to the County Board of Education

\*\*\* prior month handout  
\*\* enclosed  
\* handout

Balances through April						Fiscal Year 2015/16
Object	Description	Adopted Budget	Revised Budget	Encumbered	Expenditure	Account Balance
<b>Fund 01 - Gen Fund</b>						
1100	Teachers Salaries	190,198.00	239,469.00	43,812.54	183,989.53	11,666.93
1120	Certificated Substitutes	2,100.00	2,100.00		3,130.00	1,030.00-
1200	Certificated Pupil Support Ser	65,054.00	67,139.00	11,994.62	48,480.48	6,663.90
1300	Certificated Supervisor Admini	77,905.00	84,290.00	12,828.16	64,140.79	7,321.05
<b>Total for Object 1000</b>		<b>335,257.00</b>	<b>392,998.00</b>	<b>68,635.32</b>	<b>299,740.80</b>	<b>24,621.88</b>
2100	Instructional Aides' Salaries	79,742.00	85,492.00	18,075.05	64,637.94	2,779.01
2105	Per Diem - Same Day Travel		29.00		29.00	.00
2120	Classified Substitutes	700.00	700.00		178.05	521.95
2200	Classified Support Salaries	10,530.00	22,977.00	2,229.37	9,033.78	11,713.85
2220	Classified Substitute Salaries	500.00			117.47	117.47-
2300	Classified Supervisors' Admini	101,353.00	101,200.00	16,772.40	84,162.00	265.60
2400	Clerical Technical Office Staf	130,378.00	136,009.00	22,371.71	110,454.06	3,183.23
2900	Other Classified Salaries	9,915.00	13,638.00		3,159.50	10,478.50
<b>Total for Object 2000</b>		<b>333,118.00</b>	<b>360,045.00</b>	<b>59,448.53</b>	<b>271,771.80</b>	<b>28,824.67</b>
3101	STRS Certificated Positions		41,393.00	7,364.56	31,991.32	2,037.12
3102	STRS Classified Positions	36,635.00	34,119.00	96.34	385.36	33,637.30
3201	PERS Certificated Positions				68.71	68.71-
3202	PERS Classified Positions	54,763.00	53,619.00	8,874.12	43,712.97	1,031.91
3301	OASDI Certificated Positions	68.00	68.00		42.78	25.22
3302	OASDI Classified Positions	19,466.00	20,723.00	3,507.92	16,070.65	1,144.43
3311	Medicare Certificated Position	4,681.00	5,527.00	967.14	4,217.79	342.07
3312	Medicare Classified Positions	4,667.00	4,948.00	833.45	3,814.97	299.58
3401	Health & Welfare Benefits Cert	88,592.00	80,780.00	15,537.24	64,801.72	441.04
3402	Health & Welfare Benefits Clas	73,935.00	72,266.00	13,006.34	63,076.20	3,816.54-
3403	ACA FEES-CERT		1,000.00			1,000.00
3404	ACA FEES-CLASS		1,000.00			1,000.00
3501	SUI Certificated	234.00	199.00	34.32	149.97	14.71
3502	SUI Classified	234.00	179.00	29.73	134.28	14.99
3601	Workers' Compensation Certific	10,976.00	14,455.00	2,532.46	11,044.12	878.42
3602	Workers' Compensation Classifi	10,939.00	12,922.00	2,182.28	9,989.07	750.65
<b>Total for Object 3000</b>		<b>305,190.00</b>	<b>343,198.00</b>	<b>54,965.90</b>	<b>249,499.91</b>	<b>38,732.19</b>
4100	Approved Textbooks Core Curric		410.00			410.00
4200	Library and Reference Material		444.00			444.00
4300	Materials and Supplies	13,306.00	25,315.00	833.58	15,650.17	8,831.25
4320	Custodial Grounds Supplies	1,300.00	2,972.00	787.53	1,133.33	1,051.14

Balances through April						Fiscal Year 2015/16
Object	Description	Adopted Budget	Revised Budget	Encumbered	Expenditure	Account Balance
<b>Fund 01 - Gen Fund (continued)</b>						
4330	Office Supplies	1,000.00	1,000.00		1,033.29	33.29-
4350	Vehicle Upkeep	5,500.00	5,500.00	1,428.78	1,177.63	2,893.59
4400	Noncapitalized Equipment	8,459.00	11,823.00		4,200.62	7,622.38
	<b>Total for Object 4000</b>	<b>29,565.00</b>	<b>47,464.00</b>	<b>3,049.89</b>	<b>23,195.04</b>	<b>21,219.07</b>
5100	Subagreements for Services	39,626.00	42,000.00	3,739.02	13,355.98	24,905.00
5200	Travel and Conference	24,854.00	38,889.00	2,144.65	17,797.37	18,946.98
5300	Dues and Membership	17,870.00	18,370.00	400.00	10,437.00	7,533.00
5400	Insurance	9,300.00	9,300.00		7,961.00	1,339.00
5500	Operation Housekeeping Service	9,200.00	9,200.00	1,667.16	6,964.51	568.33
5600	Rentals, Leases, Repairs, Nonc	2,600.00	2,600.00	95.46	658.46	1,846.08
5800	Professional Consulting	8,400.00	8,400.00			8,400.00
5801	Legal Services	35,500.00	25,500.00		1,842.50	23,657.50
5803	Legal Publications	500.00	500.00			500.00
5805	Personnel Expense	593.00	613.00	189.00	106.00	318.00
5806	Negotiations	1,000.00	1,000.00			1,000.00
5808	Other Services & Fees	1,500.00	1,500.00	489.05	1,010.95	.00
5810	Contracted Services	365,709.00	459,991.00	95,675.67	228,251.88	136,063.45
5899	SPJUSD to Reimburse			1,857.60	351.27	2,208.87-
5900	Communications	1,600.00	1,600.00		795.22	804.78
	<b>Total for Object 5000</b>	<b>518,252.00</b>	<b>619,463.00</b>	<b>106,257.61</b>	<b>289,532.14</b>	<b>223,673.25</b>
6200	Building and Improvement of Bu	30,032.00	30,032.00			30,032.00
6400	Equipment	13,100.00	13,100.00		6,263.90	6,836.10
	<b>Total for Object 6000</b>	<b>43,132.00</b>	<b>43,132.00</b>	<b>.00</b>	<b>6,263.90</b>	<b>36,868.10</b>
7141	Tuition, excess cost etc betwe	42,224.00	33,607.00			33,607.00
7310	Direct Support/Indirect Costs					.00
	<b>Total for Object 7000</b>	<b>42,224.00</b>	<b>33,607.00</b>	<b>.00</b>	<b>.00</b>	<b>33,607.00</b>
	<b>Total for Fund 01 and Expense accounts</b>	<b>1,606,738.00</b>	<b>1,839,907.00</b>	<b>292,357.25</b>	<b>1,140,003.59</b>	<b>407,546.16</b>
<b>Fund 16 - FOREST RES</b>						
7211	Transfers of Pass-through Rev	270,349.00	270,349.00		307,493.25	37,144.25-
7619	Other Authorized Interfund Tra	47,709.00	47,709.00		54,263.52	6,554.52-
	<b>Total for Fund 16, Expense accounts and Object 7000</b>	<b>318,058.00</b>	<b>318,058.00</b>	<b>.00</b>	<b>361,756.77</b>	<b>43,698.77-</b>
	<b>Total for Org 001 - Sierra County Office of Education</b>	<b>1,924,796.00</b>	<b>2,157,965.00</b>	<b>292,357.25</b>	<b>1,501,760.36</b>	<b>363,847.39</b>

MINUTES OF THE REGULAR MEETING OF THE  
SIERRA COUNTY BOARD OF EDUCATION  
April 12, 2016  
Downieville School, 130 School Street, Downieville CA 95936  
6 pm

A. CALL TO ORDER

President PATTY HALL called the meeting to order at 5:00 pm.

B. ROLL CALL

PRESENT: Ms. Patty Hall, President  
Mr. Mike Moore, Vice President  
Mr. Allen Wright, Clerk  
Mr. Tim Driscoll, Member  
Ms. Sharon Dryden, Member

ABSENT: None

VACANT: None

C. APPROVAL OF THE AGENDA

DRISCOLL/MOORE

5/0

D. BREAK TO SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT MEETING FOR CLOSED SESSION PURPOSES.

E. RECONVENE SIERRA COUNTY BOARD OF EDUCATION MEETING AT 6:07 PM.

F. FLAG SALUTE

G. INFORMATION/DISCUSSION ITEMS

1. SUPERINTENDENT'S REPORT

- a. Loyalton Elementary School Site Administrator Position will be County funded and change from half time to a full time position.
- b. Downieville Aide position, 5.4 hr. - Special Education/RTI needs to be filled
- c. School Site Administrator Job Description, No. 225 - updated
- d. County Curriculum Coordinator Job Description, No. 206.1, moving this from two periods to four
- e. Curriculum Coordinator Salary Schedule (County/District) has been updated with testing, assessment, LCAP needs, adding two periods to this position.
- f. The County Office of Education has agreed to retain the services of Singleton Auman, PC, Certified Public Accountants and Consultants Engaged for fiscal years ending 6/30/2016, 2017 and 2018
- g. Local Control Accountability Plan (LCAP) Community Forum Dates
  - Thursday, April 14, 2016 – Loyalton High School
  - Wednesday, April 27, 2016 – Downieville School

- Tuesday, May 3, 2016 – Loyalton Elementary School
- h. After School Transportation (Monday and Wednesdays only) is now provided for students attending after school for tutoring. The bus will run one loop around Sierra Valley.
- i. Emergency Radios have been purchased for emergency communication needs. Thank you to Sierra County (Brian Davey) for allowing us to tap into their frequency in an emergency situation.
- j. California County Superintendents Educational Services Association Quarterly Meeting 4/24-4/26/16

Discussion surrounded around positions mentioned in Superintendent's Report and the need to meet and confer, possibly at a special meeting.

## 2. BUSINESS REPORT

Ms. Asquith presented the Board Report-Expenditures by Object 07/01/15 to 3/31/16. There were no comments or questions.

## 3. STAFF REPORT

## 4. SPTA REPORT

## 5. BOARD MEMBER'S REPORT

There was no Board Member Report

6. **Public Comment** – This is an opportunity for members of the public to directly address the governing board on any item of interest that is within the subject matter jurisdiction of the governing board whether or not it is listed on the agenda. Five minutes may be allotted to each speaker and a maximum of twenty minutes to each subject matter. (Education Code [35145.5](#); Bylaw 9322; Government Code [54954.3](#))

- a. Current location – No comment
- b. Videoconference location – No comment

## H. CONSENT CALENDAR

The following items were included in the consent calendar:

1. Approval of minutes of the Regular Board meeting held March 8, 2016
2. Approval of bill warrants for month of March 2016
3. Approval of Quarterly Report on Williams Uniform Complaints for quarter ending March 31, 2016. It is required per Education Code 35186 section (d) *that a school district shall report summarized data on the nature and resolution of all complaints on a quarterly basis to the county superintendent of schools and the governing board of the school district.* No complaints regarding textbooks and instructional materials, teacher vacancy or misassignment or conditions of facilities were filed with Sierra County Office of Education during the quarter ending March 31, 2016.

MOORE/DRISCOLL

5/0

I. ACTION ITEMS

1. NEW BUSINESS

- 1516-69 Approval of Sierra County Office of Education School Safety Plan, Version 7  
DRISCOLL/WRIGHT  
5/0

BOARD POLICIES AND ADMINISTRATIVE REGULATIONS

- 1516-70 Approval of Minor Revisions by California School Boards Association to the following board policies and administrative regulations:
- BP 3270, Sale and Disposal of Books, Equipment and Supplies
  - AR 3550, Food Service/Child Nutrition Program
  - AR 4112.6/4212.6/4312.6, Personnel Files
  - AR 6173.2, Education of Children of Military Families
  - AR 7111, Evaluating Existing Buildings
- MOORE/DRISCOLL  
5/0

MOORE motioned that Items 1516-71 through 1516-75 and Item 1516-77 be approved. DRISCOLL seconded.  
5/0

- 1516-71 Approval of Board Policy and Administrative Regulation 1312.3, Uniform Complaint Procedures
- 1516-72 Approval of Board Policy and Administrative Regulation 3553, Free and Reduced Price Meals
- 1516-73 Approval of Board Policy and Administrative Regulation 6142.7, Physical Education and Activity
- 1516-74 Approval of Board Policy 6152, Class Assignment
- 1516-75 Approval of Administrative Regulation 6162.51, State Academic Achievement Tests
- 1516-76 Approval of Board Policy 6164.2, Guidance/Counseling Services with the following change: Last paragraph “Teacher-Based Advisory Program” deleted.  
DRISCOLL/MOORE  
5/0
- 1516-77 Approval of Board Policy 6177, Summer Learning Program



J. ADVANCED PLANNING

Next Regular Board Meeting will be held on May 10, 2016, at, Sierra County Office of Education, 109 Beckwith Rd., Room 4, Loyalton, CA 96118, beginning with Closed Session as needed at 5 pm and the Regular Board Meeting at 6 pm.

Suggested Agenda Items

There were no suggested agenda items.

1. Preliminary Budget
2. Local Control Accountability Plan First Reading

K. ADJOURNMENT

Adjourned at 6:35 pm.  
WRIGHT/DRISCOLL  
5/0

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Patty Hall, Clerk

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Dr. Merrill M. Grant, Superintendent  
Secretary of the Board of Education

Checks Dated 04/01/2016 through 04/30/2016

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount	
00014360	04/08/2016	CUSTOMINK	ATTN: ACCOUNTS RECEIVABLE	01-4300	T-SHIRTS - TOBACCO FREE	3,192.49	
					Unpaid Sales Tax	222.73-	
00014361	04/08/2016	STATE OF CALIFORNIA	DEPARTMENT OF JUSTICE	01-5805	EMPLOYMENT FINGERPRINTING	81.00	
00014362	04/08/2016	JANIS HARDEMAN		01-5810	NURSE SERVICES	690.00	
00014363	04/08/2016	LADUE SYSTEMS		01-5810	SELPA MANAGER LICENSE AND SUPPORT	4,136.00	
00014364	04/08/2016	JANE V. LEE, M.A., LMFT		01-5810	COUNSELING SERVICES	1,640.00	
00014365	04/08/2016	LES SCHAWB		01-4350	VEHICLE SERVICE	68.30	
				01-5600	VEHICLE SERVICE	34.16	
				01-5899	VEHICLE SERVICE	34.16	
00014366	04/08/2016	LIBERTY UTILITIES CPEC		01-5500	ELECTRICAL SERVICE	201.51	
00014367	04/08/2016	MARY LOWE, MFT		01-5810	COUNSELING SERVICES	1,280.00	
00014368	04/08/2016	BARBARA MCKURTIS		01-5100	CONTRACTED CONSULTANT AGREEMENT	3,444.21	
				01-5810	CONTRACTED CONSULTANT AGREEMENT	1,028.79	
00014369	04/08/2016	MARLENE MONGOLO		01-5200	PER DIEM	65.00	
					PER DIEM/PARKING	39.00	
00014370	04/08/2016	OLIVER WORLDCLASS LABS		01-6400	SMART BOARD	6,263.90	
00014371	04/08/2016	PITNEY BOWES, INC.		01-5600	POSTAGE MACHINE	48.38	
				01-5899	POSTAGE MACHINE	145.12	
00014372	04/08/2016	SIERRA COUNTY OFFICE	OF EDUCATION	01-5808	BANK SERVICE FEES	15.00	
00014373	04/08/2016	SIERRA ELECTRONICS		01-4400	RADIOS	2,336.00	
00014374	04/08/2016	SIERRA VALLEY HOME CENTER		01-4300	SHOP SUPPLIES	210.92	
00014375	04/08/2016	TRI COUNTY SCHOOLS	INSURANCE GROUP	01-9535	APR 16 HEALTH INSURANCE	2,506.00	
				76-9576	APR 16 HEALTH INSURANCE	13,182.10	
00014376	04/08/2016	U.S. BANK		01-5200	SUPT. TRAVEL EXPENSES	153.45	
00014377	04/08/2016	VOYAGER		01-4350	FUEL EXPENSE	61.81	
				01-5200	FUEL EXPENSE	113.31	
				01-5899	FUEL EXPENSE	104.26	
00014378	04/08/2016	ALLEN WRIGHT		01-5200	PER DIEM	20.25	
					<b>Total Number of Checks</b>	<b>19</b>	<b>40,872.39</b>

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	County School Service Fund	19	27,913.02

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

ESCAPE ONLINE

Checks Dated 04/01/2016 through 04/30/2016

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
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**Fund Summary**

<u>Fund</u>	<u>Description</u>	<u>Check Count</u>	<u>Expensed Amount</u>
76	Payroll Clearing	1	13,182.10
	Total Number of Checks	<b>19</b>	41,095.12
	Less Unpaid Sales Tax Liability		222.73
	<b>Net (Check Amount)</b>		<b>40,872.39</b>

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

ESCAPE ONLINE

# Sierra County/Sierra-Plumas Joint USD

## Board Policy

### Intradistrict Open Enrollment

BP 5116.1

#### Students

The Board of Education desires to provide enrollment options that meet the diverse needs and interests of district students and parents/guardians, while also balancing enrollment in order to maximize the efficient use of district facilities. The Superintendent or designee shall establish procedures for the selection and transfer of students among district schools in accordance with law, Board policy, and administrative regulation.

(cf. 5117 - Interdistrict Attendance)

The parents/guardians of any student who resides within district boundaries may apply to enroll their child in any district school, regardless of the location of residence within the district. (Education Code 35160.5)

(cf. 5111.1 - District Residency)

(cf. 5111.12 - Residency Based on Parent/Guardian Employment)

(cf. 5111.13 - Residency for Homeless Children)

**The Board shall annually review this policy. (Education Code 35160.5, 48980)**

#### Enrollment Priorities

No student currently residing within a school's attendance area shall be displaced by another student transferring from outside the attendance area. (Education Code 35160.5)

(cf. 5116 - School Attendance Boundaries)

The Superintendent or designee shall grant priority to any district student to attend another district school, including a charter school, outside of his/her attendance area as follows:

1. Any student enrolled in a district school that has been identified on the state's Open Enrollment List. (Education Code 48354)

(cf. 5118 - Open Enrollment Act Transfers)

2. Any student enrolled in a district school receiving Title I funds that has been identified for program improvement (PI), corrective action, or restructuring. (20 USC 6316)

(cf. 0420.4 - Charter Schools)

(cf. 0520.2 - Title I Program Improvement Schools)

(cf. 6171 - Title I Programs)

3. Any student enrolled in a district school designated by the California Department of Education as "persistently dangerous." (20 USC 7912; 5 CCR 11992)

(cf. 0450 - Comprehensive Safety Plan)

4. Any student who is a victim of a violent crime while on school grounds. (20 USC 7912)
5. Upon a finding that special circumstances exist that might be harmful or dangerous to the student in the current attendance area. Special circumstances, include, but are not limited to, threats of bodily harm or threats to the emotional stability of the student. Any such student may transfer to a district school that is at capacity and otherwise closed to transfers.

To grant priority under these circumstances, the Superintendent or designee must have received either:  
(Education Code 35160.5)

- a. A written statement from a representative of an appropriate state or local agency, such as a law enforcement official, social worker, or a properly licensed or registered professional, such as a psychiatrist, psychologist, or marriage and family therapist
  - b. A court order, including a temporary restraining order and injunction
6. Any sibling of a student already in attendance in that school.
  7. Any student whose parent/guardian is assigned to that school as his/her primary place of employment.

#### Application and Selection Process

In order to ensure that priorities for enrollment in district schools are implemented in accordance with law, applications for intradistrict open enrollment shall be submitted between May 1 and June 30 of the school year preceding the school year for which the transfer is requested.

The Superintendent or designee shall calculate each school's capacity in a nonarbitrary manner using student enrollment and available space. (Education Code 35160.5)

Except for priorities listed above, the Superintendent or designee shall use a random, unbiased selection process to determine who shall be admitted whenever the school receives admission requests that are in excess of the school's capacity. (Education Code 35160.5)

Enrollment decisions shall not be based on a student's academic or athletic performance, except that existing entrance criteria for specialized schools or programs may be used provided that the criteria are uniformly applied to all applicants. Academic performance may be used to determine eligibility for, or placement in, programs for gifted and talented students. (Education Code 35160.5)

(cf. 6172 - Gifted and Talented Student Program)

#### Transportation

Except as required by 20 USC 6316 for transfers out of Title I PI schools, the district shall not be obligated to provide transportation for students who attend school outside their attendance area.

(cf. 3250 - Transportation Fees)

(cf. 3540 - Transportation)

Policy

adopted: April 10, 2007

revised: May 10, 2011

SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT  
SIERRA COUNTY OFFICE OF EDUCATION  
Sierraville, California

# Sierra County/Sierra-Plumas Joint USD

## Administrative Regulation

### Intradistrict Open Enrollment

AR 5116.1

#### Students

##### Transfers for Victims of a Violent Criminal Offense

Within a reasonable amount of time, not to exceed 14 days, after it has been determined that a student has been the victim of a violent criminal offense while on school grounds, the student's parents/guardians shall be offered an option to transfer their child to an eligible school identified by the Superintendent or designee. In making the determination that a student has been a victim of a violent criminal offense, the Superintendent or designee shall consider the specific circumstances of the incident and consult with local law enforcement as appropriate. Examples of violent criminal offenses include, but are not limited to, attempted murder, battery with serious bodily injury, assault with a deadly weapon, rape, sexual battery, robbery, extortion, or hate crimes.

The Superintendent or designee shall consider the needs and preferences of the affected student and his/her parent/guardian in making the offer. If the parent/guardian elects to transfer his/her child, the transfer shall be completed as soon as practicable.

##### Transfers from a "Persistently Dangerous" School

Upon receipt of notification from the California Department of Education (CDE) that a district school has been designated as "persistently dangerous," the Superintendent or designee shall provide parents/guardians of students attending the school with the following notifications:

1. Within 10 days of receipt of the notification from CDE, notice of the school's designation
2. Within 20 days of receipt of the notification from CDE, notice of the option to transfer their child

(cf. 0450 - Comprehensive Safety Plan)

Parents/guardians who desire to transfer their child out of a "persistently dangerous" school shall provide a written request to the Superintendent or designee and shall rank-order their preferences from among all schools identified by the Superintendent or designee as eligible to receive transfer students. The Superintendent or designee may establish a reasonable timeline, not to exceed seven school days, for the submission of parent/guardian requests.

The Superintendent or designee shall consider the needs and preferences of students and parents/guardians before making an assignment, but is not obligated to accept the parent/guardian's preference if the assignment is not feasible due to space constraints or other considerations. For students whose parents/guardians accept the offer, the transfer shall generally be made within 30 school days of receiving the notice of the school's designation from the CDE. If parents/guardians decline the assigned school, the student may remain in his/her current school.

The transfer shall remain in effect as long as the student's school of origin is identified as "persistently dangerous." The Superintendent or designee may choose to make the transfer permanent based on the educational needs of the student, parent/guardian preferences, and other factors affecting the student's ability to

succeed if returned to the school of origin.

The Superintendent or designee shall cooperate with neighboring districts to develop an interdistrict transfer program in the event that space is not available in a district school.

(cf. 5117 - Interdistrict Agreements)

#### Other Intradistrict Open Enrollment

Except for transfers for victims of a violent crime and from a "persistently dangerous school," the following procedures shall apply to intradistrict open enrollment:

1. The Superintendent or designee shall identify those schools which may have space available for additional students. A list of those schools and open enrollment applications shall be available at each school site, the district office, and on the district's web site.
2. After the enrollment priorities have been applied in accordance with Board policy, if there are more requests for a particular school than there are spaces available, a random drawing shall be held from the applicant pool. A waiting list shall be established to indicate the order in which applicants may be accepted if openings occur during the year. Late applicants shall not be added to the waiting list for the current year but shall instead wait for a subsequent lottery.
3. The Superintendent or designee shall provide written notification to applicants as to whether their applications have been approved, denied, or placed on a waiting list. If the application is denied, the reasons for denial shall be stated.
4. Approved applicants must confirm their enrollment within 10 school days.

Once enrolled, a student shall not be required to reapply for readmission. However, the student may be subject to displacement due to excessive enrollment.

Any complaints regarding the open enrollment process shall be submitted in accordance with the applicable complaint procedure.

(cf. 1312.3 - Uniform Complaint Procedures)

#### Notifications

Notifications shall be sent to parents/guardians at the beginning of each school year describing all current statutory attendance options and local attendance options available in the district. Such notification shall include: (Education Code 35160.5, 48980)

1. All options for meeting residency requirements for school attendance

(cf. 5111.1 - District Residency)

(cf. 5111.12 - Residency Based on Parent/Guardian Employment)

(cf. 5111.13 - Residency for Homeless Children)

(cf. 5118 - Open Enrollment Act Transfers)

2. Program options offered within local attendance areas
3. A description of any special program options available on both an interdistrict and intradistrict basis

4. A description of the procedure for application for alternative attendance areas or programs and the appeals process available, if any, when a change of attendance is denied
5. A district application form for requesting a change of attendance
6. The explanation of attendance options under California law as provided by the CDE

(cf. 5145.6 - Parental Notifications)

Regulation  
approved: April 10, 2007  
revised: May 10, 2011

SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT  
SIERRA COUNTY OFFICE OF EDUCATION  
Sierraville, California



# Sierra County/Sierra-Plumas Joint USD

## Exhibit

### Intradistrict Open Enrollment

E 5116.1

#### Students

#### PARENTAL NOTIFICATION: OPTION TO TRANSFER FROM A PERSISTENTLY DANGEROUS SCHOOL

Dear Parents/Guardians:

The California Department of Education has designated the \_\_\_\_\_ School as a "persistently dangerous" school based on state criteria which include expulsion rates for certain types of offenses, gun-free schools violations and violent criminal offenses committed on school property.

Federal law requires that all parents/guardians of students in this school be offered an opportunity to transfer their children to another eligible district school or charter school which has not been so designated. Such transfers would take effect on [date].

The following schools are available to accept transfers:

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Other district schools may not appear on this list because either (1) they also have been identified as "persistently dangerous," or (2) the Superintendent has determined that all transfer requests can be accomplished among the above schools.

Information about each available school is enclosed, including information on academic achievement.

If you decide you want to transfer your child, please submit your top [number] choices of schools on the enclosed form by [date] to the [district office or the principal at your child's school]. It cannot be guaranteed that your first choice will be available, but your preferences will be considered.

If you choose to transfer your child, you will be expected to provide or arrange for transportation to and from the child's school. As funds and space permit, transportation may be provided upon

request, with priority given to students with the greatest financial need.

Exhibit SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT  
version: April 10, 2007 Sierraville, California

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PARENT/GUARDIAN TRANSFER REQUEST FROM A "PERSISTENTLY DANGEROUS"  
SCHOOL

Instructions: To request a transfer for your child out of a school that has been designated as "persistently dangerous," please complete the following form and return it by [return date] to the [district office or to your child's school]. You will be notified by [date] regarding your child's school assignment for the next school year and your options if you decide to decline the school assignment at that time.

Child's Name: \_\_\_\_\_  
Parent/Guardian's Name: \_\_\_\_\_ Signature: \_\_\_\_\_  
School Child Currently Attends: \_\_\_\_\_

Please write numbers in the boxes below to rank your top [number] choices of available schools:

? \_\_\_\_\_ [school name] \_\_\_\_\_  
? \_\_\_\_\_ [school name] \_\_\_\_\_  
? \_\_\_\_\_ [school name] \_\_\_\_\_

If you have any questions, please contact [name] at [phone number].

Exhibit SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT  
version: April 10, 2007 Sierraville, California

**Introduction:****Introduction:****LEA: Sierra-Plumas Joint Unified School District****Contact: Merrill Grant, Superintendent mgrant@spjUSD.org 530-993-1660 ext \*837 LCAP Year: 2016-2017*****Local Control and Accountability Plan and Annual Update Template***

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

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

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

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

*The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans*

*(including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.*

*For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative*

response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

### **State Priorities**

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

#### **A. Conditions of Learning:**

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

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

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

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

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

#### **B. Pupil Outcomes:**

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

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

#### **C. Engagement:**

**Parental involvement:** efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in

*programs for unduplicated pupils and special need subgroups. (Priority 3)*

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

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

**LEA:** Sierra County Office of Education

**Contact:** Merrill Grant, Superintendent, mgrant@spjUSD.org, (530)993-1660

**LCAP Year:** 2016-17

### ***Local Control and Accountability plan and Annual Update Template***

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

**Section 1: Stakeholder Engagement**

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

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

**Guiding Questions:**

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

Involvement Process	Impact on LCAP



An extensive review of documents written with wide stakeholder involvement including Single Plans for Student Achievement, WASC Reports and annual updates, Local Education Accountability Plans, Strategic Plans, Board Goals, and the results of the most recent California Healthy Kids Survey (CHKS) provided the basis for our original LCAP goals and actions.

In addition, three Community Forums, one in Downieville, one at Loyalton Elementary, and one at Loyalton High School, were held to provide opportunities for public feedback. The Community Forums were widely attended by members of the local bargaining units including the current officer team. In addition, parents, teachers, classified staff members, and students were present at each of the meetings. Because of our small population, we have opportunities to meet with stakeholders throughout the year informally at school and community events. We have stakeholders representing both sides of our county who regularly attend monthly board meetings. These stakeholders include certificated and classified staff, parents, students, school administrators, and members/officers of the bargaining unit. School Site Councils are active and represent a cross section of our student population; secondary-level councils include student representatives. Other required members of Site Councils include teachers, parents, and classified staff. Efforts are made to include representation of student subgroups within Site Council membership. Meetings with foster parents allow for continued input from this subgroup. Meetings with our Resource Specialist and SELPA Director provided feedback regarding services to students with disabilities.

A public hearing on our proposed LCAP was held at the May 10, 2016, Sierra County Office of Education Board Meeting. As this plan is updated and revised, stakeholder involvement will be sought and focused at various levels and in multiple communities served by the Sierra County Office of Education.

Stakeholders receive meaningful data through involvement in district committees, by request, or through media resources and are provided with multiple means of formal and informal communication with the county personnel who work on the annual LCAP revisions and updates.

Foster Youth Stakeholders: County child welfare and probation departments and county office of education foster youth services; current

Resource Specialists employed by our County continue to agree that LCAP goals are addressing the needs of students who have been identified with disabilities. Because of their input we continue to address the goal that all students, including those with disabilities, be placed in the least restrictive learning environment and the broadest course of study available to them while still meeting their learning needs.

Although we have not had any expulsions in recent years, discussions regarding the potential need for alternative placements for middle school students have led to recognition of the need for an alternative program that would be appropriate for students who are too young for a traditional continuation school setting. Site Council input continues to impact our LCAP goals through their approval of the Single Plans for Student Achievement. New classroom furniture was purchased this year at the recommendation of the students and teachers on the Site Councils. The district has stated that they will continue to provide 21st Century learning environments. Recommendations from Site Councils also continue to support the district's goal to provide one-to-one computing for Grades 2-12 in 2015-16. School grounds and facilities remain on community and Site Council lists of needs so the district continues to work on maintaining schools that reflect the positive school culture we enjoy in our small district.

Personal contact with our foster parents confirmed that current enrollment procedures for parents bringing foster children to our schools are adequate and that students and parents feel welcomed and that students are able to quickly gain access to classrooms and services.

Coordination of services for foster youth between juvenile courts, child welfare agencies, and other public schools has not been an issue because we are all well acquainted with each other and have continuous, close communication as needed. Our schools are part of a system that is in place to maximize sharing of information needed to serve the educational needs of foster youth and to minimize changes in school placement.

<p>and former foster youth; court-appointed education rights holders and foster youth caregivers; other advocates and services providers working with foster youth.</p>	
<p><b>Annual Update:</b></p> <p><b>Annual Update:</b></p> <p>Given additional time to prepare for the LCAP, a more focused effort was made to gain wider community/county input from a larger stakeholder group. The Superintendent has extended his involvement in a variety of city and county organizations expanding his availability to the public and welcoming input from a wider population than in previous years. This effort resulted in more coordinated feedback and support for our local public schools. This effort resulted in more coordinated feedback and support for Sierra County Office of Education.</p> <p>Sierra County Health and Human services continues to provide three members on the School Attendance Review Board (SARB) to provide for ongoing discussions of meeting student needs as they arise.</p> <p>Administrators at each school site maintain a working relationship with the juvenile court system and law enforcement through participation on monthly SARB meetings. The primary goal is to coordinate services for district students to allow them to achieve their academic potential.</p>	<p><b>Annual Update:</b></p> <p><b>Annual Update:</b></p> <p>Spending is focused on support for previous goals and an expansion of priorities noted by stakeholder groups such as one-to-one technology for grades 2-12, continued funding for updated facilities and classroom furnishings, PLC time spent in professional development related to the English Language Development state standards, increased participation in funding athletic transportation, and increased budgeting for student field trips.</p> <p>In addition to the counseling services being offered by the district psychologist, counseling services with contracted counselors from Sierra County Mental Health have been added to help with students' behavioral and academic support at all school sites.</p> <p>After school tutoring is being provided by credentialed teachers at each school site to help support students' academic needs.</p> <p>The Sierra County Office of Education provides training to school staff and school secretaries to allow for foster children to receive services as needed, to enroll quickly into a broad course of study, and to receive other services provided by the County as needed to succeed. Services include special education referrals or support, speech therapy, or counseling. There is a coordination of services throughout the county including child welfare, the juvenile court system, probation, and the schools to provide for foster youth and to support students to avoid expulsions.</p>

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

**Instructions:**

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal

in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

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

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

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

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

**Goal:** Describe the goal:

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

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

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

**Schools:** Identify the schoolsites to which the goal applies. LEAs may indicate "all" for all schools, specify an individual school or a subset of

schools, or specify grade spans (e.g., all high schools or grades K-5).

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

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

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

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

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

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

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

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

52067, and 47606.5.

**Guiding Questions:**

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

<b>GOAL:</b>	Foster and expelled students receive instruction and services to support their intellectual, social, emotional, and physical development.	Related State and/or Local Priorities: X 1 X 2 X 3 X 4 X 5 X 6 X 7 X 8 COE only: X 9 X 10 Local: N/A
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<b>Identified Need:</b>	<p>Expelled students need to have alternate pathways and services available.</p> <p>Foster youth need coordination of services between schools, schools and local agencies serving foster youth, and schools and the court system.</p> <p>School registrars need adequate training to comply with enrollment of foster youth at their schools.</p> <p>Schools need to identify and train an instructional aide as an academic mentor/coach to check regularly with foster students regarding their academic progress.</p>			
<b>Goal Applies to:</b>	<b>Schools:</b>	<p>All</p> <p>Grades: All</p>		
	<b>Applicable Pupil Subgroups:</b>	<p>Foster Youth, Other (Expelled Students)</p>		
<b>LCAP Year 1</b>				
<b>Expected Annual Measurable Outcomes:</b>	<p>96% of expelled students will meet their academic needs through alternative pathways.</p> <p>96% of foster parents will indicate that foster youth are being served appropriately.</p> <p>92% of school registrars will be trained to meet enrollment and withdrawal requirements of foster youth including efficient expeditious transfer of health and education records and the health and education passport.</p> <p>92% of school administrators will work closely with school secretaries to ensure that requests from the juvenile court and/or county child welfare agencies for information regarding delivery and coordination of educational services for foster youth be quickly and efficiently communicated between agencies.</p> <p>85% of schools will have identified and trained an instructional aide to serve as an academic mentor/coach to foster students.</p>			
	<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>

Continue to support Visual and Performing Arts (VAPA) in all schools. Provide matching funds for <i>Artists in the Schools</i> Grant provided through Sierra County Arts Council. Grant funds are used at all school sites except Sierra Pass Continuation High School.	All  Grades: All	_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless X Other (expelled students)	\$ 5,000  Forest Reserve
Continue to support Career Technical Education in grades 7-12 through employment of Construction/ Woodshop teacher and Career Specialist and by funding supplies for greenhouses and construction classes.	Downieville Jr/Sr High School  Loyalton High School  Grades: 7th, 8th, 9th, 10th, 11th, 12th	_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless X Other (expelled students)	\$ 57,000  LCFF
Continue to expand Career Technical Education opportunities and pathways by expanding use of greenhouses and garden programs to K-12 Science, health, and sustainable agriculture projects.	All  Grades: All	_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless X Other (expelled students)	\$ 7,000  LCFF
Continue to have Foster Youth Service Coordinator handle annual staff training and establish a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.	All  Grades: All	_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless X Other (expelled students)	\$ 2,000  LCFF

<p>Provide certificated and classified staff for students with Individualized Education Programs (IEPs), provide a School Psychologist for all students as needed, and provide contracted services as needed for students with IEPs.</p>	<p>All Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other (expelled students)</p>	<p>\$664,000  Fed. And State Spec Ed, LCFF</p>
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**LCAP Year 2**

<p><b>Expected Annual Measurable Outcomes:</b></p>	<p>97% of expelled students will meet their academic needs through alternative pathways. 97% of foster parents will indicate that foster youth are being served appropriately. 94% of school registrars will be trained to meet enrollment and withdrawal requirements of foster youth including efficient expeditious transfer of health and education records and the health and education passport. 94% of school administrators will work closely with school secretaries to ensure that requests from the juvenile court and/or county child welfare agencies for information regarding delivery and coordination of educational services for foster youth be quickly and efficiently communicated between agencies. 90% of schools will have identified and trained an instructional aide to serve as an academic mentor/coach to foster students.</p>
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<p align="center"><b>Actions/Services</b></p>	<p align="center"><b>Scope of Service</b></p>	<p align="center"><b>Pupils to be served within identified scope of service</b></p>	<p align="center"><b>Budgeted Expenditures</b></p>
<p>Continue to support Visual and Performing Arts (VAPA) in all schools. Provide matching funds for <i>Artists in the Schools</i> Grant provided through Sierra County Arts Council. Grant funds are used at all school sites except Sierra Pass Continuation High School.</p>	<p>All Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other (expelled students)</p>	<p>\$ 5,000  Forest Reserve</p>



<p>Continue to support Career Technical Education in grades 7-12 through employment of Construction/Woodshop teacher and Career Specialist and by funding supplies for greenhouses and construction classes.</p>	<p>Downieville Jr/Sr High School  Loyalton High School  Grades: 7th, 8th, 9th, 10th, 11th, 12th</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other (expelled students)</p>	<p>\$ 59,000  LCFF</p>
<p>Continue to expand Career Technical Education opportunities and pathways by expanding use of greenhouses and garden programs to K-12 Science, health, and sustainable agriculture projects.</p>	<p>All  Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other (expelled students)</p>	<p>\$ 7,000  LCFF</p>
<p>Continue to have Foster Youth Service Coordinator handle annual staff training and establish a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.</p>	<p>All  Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other (expelled students)</p>	<p>\$ 2,000  LCFF</p>
<p>Provide certificated and classified staff for students with Individualized Education Programs (IEPs), provide a School Psychologist for all students as needed, and provide contracted services as needed for students with IEPs.</p>	<p>All  Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other (expelled students)</p>	<p>\$678,000  Fed. And State Spec Ed, LCFF</p>

**LCAP Year 3**

<b>Expected Annual Measurable Outcomes:</b>	<p>97% of expelled students will meet their academic needs through alternative pathways.</p> <p>98% of foster parents will indicate that foster youth are being served appropriately.</p> <p>95% of school registrars will be trained to meet enrollment and withdrawal requirements of foster youth including efficient expeditious transfer of health and education records and the health and education passport.</p> <p>95% of school administrators will work closely with school secretaries to ensure that requests from the juvenile court and/or county child welfare agencies for information regarding delivery and coordination of educational services for foster youth be quickly and efficiently communicated between agencies.</p> <p>92% of schools will have identified and trained an instructional aide to serve as an academic mentor/coach to foster students.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to support Visual and Performing Arts (VAPA) in all schools. Provide matching funds for <i>Artists in the Schools</i> Grant provided through Sierra County Arts Council. Grant funds are used at all school sites except Sierras Pass Continuation High School.	All Grades: All	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input checked="" type="checkbox"/> Other (expelled students)</p>	\$ 5,000  Forest Reserve
Continue to support Career Technical Education in grades 7-12 through employment of Construction/Woodshop teacher and Career Specialist and by funding supplies for greenhouses and construction classes.	Loyalton High School  Downieville Junior/Senior High School  Grades: 7th, 8th, 9th, 10th, 11th, 12th	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input checked="" type="checkbox"/> Other (expelled students)</p>	\$ 59,000  LCFF

Continue to expand Career Technical Education opportunities and pathways by expanding use of greenhouses and garden programs to K-12 Science, health, and sustainable agriculture projects.	All Grades: All	<input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other (expelled students)	\$ 7,000
Continue to have Foster Youth Service Coordinator handle annual staff training and maintain a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.	All Grades: All	<input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other (expelled students)	\$ 2,000
Provide certificated and classified staff for students with Individualized Education Programs (IEPs), provide a School Psychologist for all students as needed, and provide contracted services as needed for students with IEPs.	All Grades: All	<input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other (expelled students)	\$678,000 Fed. And State Spec Ed, LCFF

<b>GOAL:</b>	Foster and expelled students engage in a rigorous curriculum and acquire the knowledge, critical thinking skills, and characteristics needed for success in college, career, and life.	Related State and/or Local Priorities: X 1 X 2 X 3 X 4 X 5 X 6 X 7 X 8 COE only: X 9 X 10 Local: N/A
<b>Identified Need:</b>	<p>Foster and expelled students who need intensive intervention in ELA or mathematics need access to instruction using adopted intervention curriculum.</p> <p>Foster and expelled students need to participate in a physical education program that promotes strength and conditioning, is age-appropriate, and meets California Education Code guidelines for physical education programs.</p> <p>Foster youth need to receive funding for participation in advanced placement courses, athletics, and extra-curricular activities.</p> <p>Foster and expelled students in Kindergarten through Grade 9 need instruction in health that is aligned with the State Standards and County-adopted health curriculum.</p>	
<b>Goal Applies to:</b>	<b>Schools:</b>	All
		Grades: All
	<b>Applicable Pupil Subgroups:</b>	Foster Youth, Other (Expelled Students)
<b>LCAP Year 1</b>		

<p><b>Expected Annual Measurable Outcomes:</b></p>	<p>87% or more of foster students will be in attendance daily, averaged over the year.</p> <p>87% or more of expelled students will make adequate progress toward graduation in alternative settings.</p> <p>4% or fewer of students will be expelled during the year.</p> <p>96% of foster students will demonstrate mastery of the academic skills needed for promotion to the next grade level at the end of the year.</p> <p>87% of foster and expelled students in grades K-9 will receive instruction in health using the adopted curriculum.</p> <p>85% of foster youth and expelled students will participate in a physical education program.</p> <p>65% of foster students in grades 9-12 will participate in athletics or extra-curricular activities.</p> <p>85% of foster and expelled students who need intensive intervention in ELA or mathematics will be enrolled in a qualified intervention program.</p>		
<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>
<p>Professional Learning Community (PLC) activities are scheduled in the school calendar. Certificated staff attend professional development programs/conferences.</p>	<p>All Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other (Expelled Students)</p>	<p>\$ 2,500  RSDSS</p>
<p>Continue to fund instructional aides to work with exceptional need students.</p>	<p>All Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other (Expelled Students)</p>	<p>\$ 69,000  Federal/State Special Ed</p>
<p style="text-align: center;"><b>LCAP Year 2</b></p>			

<b>Expected Annual Measurable Outcomes:</b>	<p>90% or more of foster students will be in attendance daily, averaged over the year.</p> <p>90% or more of expelled students will make adequate progress toward graduation in alternative settings.</p> <p>3% or fewer of students will be expelled during the year.</p> <p>97% of foster students will demonstrate mastery of the academic skills needed for promotion to the next grade level at the end of the year.</p> <p>90% of foster and expelled students in grades K-9 will receive instruction in health using the adopted curriculum.</p> <p>90% of foster youth and expelled students will participate in a physical education program.</p> <p>70% of foster students in grades 9-12 will participate in athletics or extra-curricular activities.</p> <p>90% of foster and expelled students who need intensive intervention in ELA or mathematics will be enrolled in a qualified intervention program.</p>		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
<p>Professional Learning Community (PLC) activities are scheduled in the school calendar. Certificated staff attend professional development programs/conferences.</p>	<p>All Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other (Expelled Students)</p>	<p>\$ 2,500  RSDSS</p>
<p>Continue to fund instructional aides to work with exceptional need students.</p>	<p>All Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other (Expelled Students)</p>	<p>\$ 77,000  Federal/State Special Ed</p>
<b>LCAP Year 3</b>			

<b>Expected Annual Measurable Outcomes:</b>	<p>90% or more of foster students will be in attendance daily, averaged over the year.</p> <p>93% or more of expelled students will make adequate progress toward graduation in alternative settings.</p> <p>2% or fewer of students will be expelled during the year.</p> <p>97% of foster students will demonstrate mastery of the academic skills needed for promotion to the next grade level at the end of the year.</p> <p>93% of foster and expelled students in grades K-9 will receive instruction in health using the adopted curriculum.</p> <p>93% of foster youth and expelled students will participate in a physical education program.</p> <p>75% of foster students in grades 9-12 will participate in athletics or extra-curricular activities.</p> <p>95% of foster and expelled students who need intensive intervention in ELA or mathematics will be enrolled in a qualified intervention program.</p>		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
Professional Learning Community (PLC) activities are scheduled in the school calendar. Certificated staff will attend professional development programs/conferences.	All Grades: All	<input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other (expelled Students)	\$ 2,500  RSDSS
Continue to fund instructional aides to work with exceptional need students.	All Grades: All	<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	\$ 77,000  Federal/State Special Ed

<b>GOAL:</b>	All stakeholders are involved in promoting a district culture where foster youth and expelled students realize success and that success is communicated and celebrated.		Related State and/or Local Priorities: X 1 X 2 X 3 X 4 X 5 X 6 X 7 X 8 COE only: X 9 X 10 Local: N/A
<b>Identified Need:</b>	<p>Broad stakeholder representation is needed when planning, writing, and editing the LCAP.</p> <p>Stakeholders need to be actively involved in the school improvement process and in promotion of the schools.</p> <p>The foster youth coordinator needs to gather available resources to support the county child welfare agency in any way that will minimize changes in school placement of foster youth.</p> <p>County staff need to be trained each year in California Education Code related to foster youth and expelled students to ensure that coordinated services are provided.</p>		
<b>Goal Applies to:</b>	<b>Schools:</b>	All	
	<b>Grades:</b>	All	
	<b>Applicable Pupil Subgroups:</b>	Foster Youth, Other (Expelled Students)	
<b>LCAP Year 1</b>			
<b>Expected Annual Measurable Outcomes:</b>	<p>60 stakeholders will attend one of three annual Community Forums to provide input for the LCAP.</p> <p>96% of County staff will receive training related to coordinated services for foster youth and expelled students and will gain information and tools to minimize changes in school placement of foster youth.</p>		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
Continue to promote and host Community Forums, maintain County website, contract for telecommunications equipment and services, and provide for communication with stakeholders.	All  Grades: All	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input checked="" type="checkbox"/> Other (expelled students)</p>	<p>\$120,000</p> <p>LCFF, Forest Reserves</p>



LCAP Year 2			
<b>Expected Annual Measurable Outcomes:</b>	70 stakeholders will attend one of three annual Community Forums to provide input for the LCAP. 97% of County staff will receive training related to coordinated services for foster youth and expelled students and will gain information and tools to minimize changes in school placement of foster youth.		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
Continue to promote and host Community Forums, maintain County website, contract for telecommunications equipment and services, and provide for communication with stakeholders.	All Grades: All	<input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other (expelled students)	\$120,000  LCFF, Forest Reserve
LCAP Year 3			
<b>Expected Annual Measurable Outcomes:</b>	75 stakeholders will attend one of three annual Community Forums to provide input for the LCAP. 98% of County staff will receive training related to coordinated services for foster youth and expelled students and will gain information and tools to minimize changes in school placement of foster youth.		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
Continue to promote and host Community Forums, maintain County website, contract for telecommunications equipment and services, and provide for communication with stakeholders.	All Grades: All	<input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other (expelled students)	\$120,000  LCFF, Forest Reserves

<b>GOAL:</b>	The educational outcomes of foster youth will mirror those of the general student population.		Related State and/or Local Priorities: _1 _2 _3 X4 X5 X6 _7 _8 COE only: _9 _10 Local: N/A
<b>Identified Need:</b>	Foster youth suffer from an educational achievement gap due to high school mobility, gaps in attendance, higher incidence of trauma and social/emotional issues, and lack of consistent adult involvement in their education.		
<b>Goal Applies to:</b>	<b>Schools:</b>	All	
	<b>Grades:</b>	All	
	<b>Applicable Pupil Subgroups:</b>	Foster Youth	
<b>LCAP Year 1</b>			
<b>Expected Annual Measurable Outcomes:</b>	Gap between foster youth and general student population will decrease by 10% with regard to attendance rates; school discipline rates; standardized testing participation rates; standardized test scores; course passage rates with C or higher; A-G enrollment and passage rates; AP and CTE enrollment and passage rates; dropout rates; graduation rates.		
	<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>
	For foster youth: Establish policy and data infrastructure necessary to support and monitor educational success.	All  Grades: All	<input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other
			<b>Budgeted Expenditures</b>  District-level liaison and oversight staff.

<p>For Foster Youth: Allocate funds for tutoring and other academic supports; transportation; and costs for sports and extracurricular programs. (Phase in funding as LEA moves toward providing school counselor services to 100% fo foster youth.)</p>	<p>All Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Funds for transportation and priority access to tutoring, enrichment programs, sports and extracurricular activities (for at least 50% of foster youth.)</p>
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**LCAP Year 2**

<p><b>Expected Annual Measurable Outcomes:</b></p>	<p>Gap between foster youth and general student poopulation will decrease by 20% with regard to attendance rates; school discipline rates; standardized testing participation rates; standardized test scores; course passage rates with C or higher; A-G enrollment and passage rates; AP and CTE enrollment and passage rates; dropout rates; graduation rates.</p>
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<p align="center"><b>Actions/Services</b></p>	<p align="center"><b>Scope of Service</b></p>	<p align="center"><b>Pupils to be served within identified scope of service</b></p>	<p align="center"><b>Budgeted Expenditures</b></p>
<p>For foster youth: Maintain policy and data infrastructure necessary to support and monitor educational success.</p>	<p>All Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>District level liaison and oversight staff.</p>

<p>For foster youth: Allocate funds for academic supports and remediation; transportation; and costs for sports and extracurricular programs. (Phase in funding as LEA moves toward providing counselor support to 100% of foster youth.</p>	<p>All Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Funds for transportation and priority access to tutoring, enrichment programs, sports and extracurricular activities (for at least 75% of foster youth).</p>
<p>For foster youth: Ensure LEA foster youth liaison (Ed Code 48853.5), district level oversight staff, school counseling staff have adequate time, knowledge, trauma-informed training, and resources to meet the needs of foster youth as described in Year 1 LCAP.</p>	<p>All Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>District-level liaison and oversight staff.</p>
<p><b>LCAP Year 3</b></p>			
<p><b>Expected Annual Measurable Outcomes:</b></p>	<p>Gap between foster youth and general student population will decrease by 30% with regard to attendance rates; school discipline rates; standardized testing participation rates; standardized test scores; course passage rates with C or higher; A-G enrollment and passage rates; AP and CTE enrollment and passage rates; dropout rates; graduation rates.</p>		
<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>

<p>For foster youth: Maintain policy and data infrastructure necessary to support and monitor educational success.</p>	<p>All Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>District-level liaison and oversight staff.</p>
<p>For foster youth: Allocate funds for academic supports and remediation; transportation; and costs for sports and extracurricular programs. (Phase in funding as LEA moves toward providing counselor support to 100% of foster youth.</p>	<p>All Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Funds for transportation and priority access to tutoring, enrichment programs, sports and extracurricular activities (for at least 75% of foster youth).</p>
<p>For foster youth: Ensure foster youth liaison (Ed Code 48853.5), district level oversight staff, school counselor staff have adequate time, knowledge, trauma-informed training, and resources to meet the needs of foster youth as described in Year 1 LCAP.</p>	<p>All Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>District-level liaison and oversight staff.</p>

<b>GOAL:</b>	Decreased transfer of foster youth to continuation and other alternative schools and decreased school transfer of foster youth after a change in home placement.		Related State and/or Local Priorities: _1 _2 _3 _4 X 5 _6 _7 _8 COE only: _9 _10 Local: N/A	
<b>Identified Need:</b>	Foster youth experience a high rate of unnecessary and preventable school transfers due to changes in placement and due to transfers from comprehensive schools to alternative and continuation schools.			
<b>Goal Applies to:</b>	<b>Schools:</b>	All		
	<b>Grades:</b>	All		
	<b>Applicable Pupil Subgroups:</b>	Foster Youth		
<b>LCAP Year 1</b>				
<b>Expected Annual Measurable Outcomes:</b>	District will have policies and MOUs regarding reducing foster youth school transfers, the infrastructure necessary to measure these metrics, and baseline data on these metrics.			
	<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>

<p>Develop and implement policy ensuring:</p> <p>(a) At the time of any enrollment/disenrollment of a foster youth, there is a meaningful consideration of school of origin options with the education rights holder and the youth.</p> <p>(b) District data system tracks types of schools foster youth are enrolled in, reasons for enrollment, and how many youth remain enrolled in their school of origin after a home placement change.</p> <p>(c) District staff coordinate with county child welfare and probation agencies and COE FYS at time of any home placement change to ensure youth are placed within a reasonable distance of their school or origin whenever possible.</p> <p>(d) District allocates sufficient funds to meet transportation needs to allow foster youth to remain at school of origin.</p>	<p>All</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>District-level liaison and oversight staff.</p> <p>Funds for transportation when needed to allow foster youth to remain in school of origin.</p>
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**LCAP Year 2**

<p><b>Expected Annual Measurable Outcomes:</b></p>	<p>10% decrease in the foster youth school transfer rate (transfers caused by change in placement and transfers to continuation/alternative schools).</p>
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<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>
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<p>Monitor implementation of policy described in Year 1 LCAP and track data on school transfers.</p>	<p>All Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>District-level liaison and oversight staff.  Funds for transportation when needed to allow foster youth to remain in school of origin.</p>
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**LCAP Year 3**

<p><b>Expected Annual Measurable Outcomes:</b></p>	<p>20% decrease in the foster youth school transfer rate (transfers caused by change in placement and transfers to continuation/alternative schools).</p>
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<p align="center"><b>Actions/Services</b></p>	<p align="center"><b>Scope of Service</b></p>	<p align="center"><b>Pupils to be served within identified scope of service</b></p>	<p align="center"><b>Budgeted Expenditures</b></p>
<p>Continue to monitor implementation of policy described in Year 1 LCAP and track data on school transfers.</p>	<p>All Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>District-level liaison and oversight staff.</p>



<b>GOAL:</b>	Transferring foster youth will be promptly enrolled in the appropriate school and classes and awarded credit for all work completed, including partial credits.		Related State and/or Local Priorities: _1 _2 _3 X4 X5 _6 _7 _8 COE only: _9 _10 Local: N/A
<b>Identified Need:</b>	Transferring foster youth experience delays in enrollment, delayed assignment to appropriate classes, and do not receive appropriate partial credits.		
<b>Goal Applies to:</b>	<b>Schools:</b>	All	
	<b>Grades:</b>	All	
	<b>Applicable Pupil Subgroups:</b>	Foster Youth	
<b>LCAP Year 1</b>			
<b>Expected Annual Measurable Outcomes:</b>	District will have policies and MOUs regarding promptly enrolling and awarding partial credit to transferring foster youth, the infrastructure necessary to measure these metrics, and baseline data on these metrics.		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
<p>Develop and implement a policy ensuring:</p> <p>(a) Foster youth are immediately enrolled in their local comprehensive school unless an education rights holder agrees in writing that placement at an alternative school site is in the student's best interest, and are enrolled in the same/equivalent grade and classes.</p> <p>(b) Partial credits are immediately issued and accepted when foster youth transfer mid-semester, and the district's student information system allows for issuance of partial credits.</p> <p>(c) The district's data system collects aggregated data on the issuance/acceptance of partial credits.</p>	<p>All</p> <p>Grades: All</p>	<p>_ All</p> <p>-----</p> <p>X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>District-level liaison and oversight staff.</p>
<b>LCAP Year 2</b>			

<b>Expected Annual Measurable Outcomes:</b>	District will have policies and MOUs regarding promptly enrolling and awarding partial credit to transferring foster youth, the infrastructure necessary to measure these metrics, and baseline data on these metrics.		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
<p>Continue to maintain and implement a policy ensuring:</p> <p>(a) Foster youth are immediately enrolled in their local comprehensive school unless an education rights holder agrees in writing that placement at an alternative school site is in the student's best interest, and are enrolled in the same/equivalent grade and classes.</p> <p>(b) Partial credits are immediately issued and accepted when foster youth transfer mid-semester, and the district's student information system allows for issuance of partial credits.</p> <p>(c) The district's data system collects aggregated data on the issuance/acceptance of partial credits.</p>	<p>All</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>District-level liaison and oversight staff.</p>
<b>LCAP Year 3</b>			
<b>Expected Annual Measurable Outcomes:</b>	District will have policies and MOUs regarding promptly enrolling and awarding partial credit to transferring foster youth, the infrastructure necessary to measure these metrics, and baseline data on these metrics.		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>

<p>Continue and maintain a policy ensuring:</p> <p>(a) Foster youth are immediately enrolled in their local comprehensive school unless an education rights holder agrees in writing that placement at an alternative school site is in the student's best interest, and are enrolled in the same/equivalent grade and classes.</p> <p>(b) Partial credits are immediately issued and accepted when foster youth transfer mid-semester, and the district's student information system allows for issuance of partial credits.</p> <p>(c) The district's data system collects aggregated data on the issuance/acceptance of partial credits.</p>	<p>All</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>district-level liaison and oversight staff</p>
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<b>GOAL:</b>	Foster youth will receive a comprehensive education assessment and will receive any services or supports needed.		Related State and/or Local Priorities: _1 _2 _3 X4 X5 X6 _7 _8 COE only: _9 _10 Local: N/A
<b>Identified Need:</b>	Foster Youth, due to high school mobility, often have their educational needs identified and addressed at a lower rate than more stable students.		
<b>Goal Applies to:</b>	<b>Schools:</b>	All	
	<b>Grades:</b>	All	
	<b>Applicable Pupil Subgroups:</b>	Foster Youth	
<b>LCAP Year 1</b>			
<b>Expected Annual Measurable Outcomes:</b>	50% of all foster youth will receive a comprehensive education history and needs assessment and will receive any needed services or supports.		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
At least 50% of foster youth will receive educational case management from a designated counselor with the skills, time and training, including in trauma-informed strategies, necessary to fully meet the needs of foster youth. Foster youth counselors' caseloads should be limited to a number consistent with these responsibilities and recommended not to exceed 50.	All  Grades: All	_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	District-level liaison and oversight staff; and sufficient school-site-level counselors to serve at least 50% of foster youth at ratio no higher than 1:50.
<b>LCAP Year 2</b>			
<b>Expected Annual Measurable Outcomes:</b>	60% of all foster youth will receive a comprehensive education history and needs assessment and will receive any needed services or supports.		

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>At least 60% of foster youth will receive educational case management from a designated counselor with the skills, time and training, including in trauma-informed strategies, necessary to fully meet the needs of foster youth. Foster youth counselors' caseloads should be limited to a number consistent with these responsibilities and recommended not to exceed 50.</p>	<p>All Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>District-level liaison and oversight staff; and sufficient school-site-level counselors to serve at least 60% of foster youth at ratio no higher than 1:50.</p>
<b>LCAP Year 3</b>			
<b>Expected Annual Measurable Outcomes:</b>	70% of all foster youth will receive a comprehensive education history and needs assessment and will receive any needed services or supports.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>At least 70% of foster youth will receive educational case management from a designated counselor with the skills, time and training, including in trauma-informed strategies, necessary to fully meet the needs of foster youth. Foster youth counselors' caseloads should be limited to a number consistent with these responsibilities and recommended not to exceed 50.</p>	<p>All Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>District-level liaison and oversight staff; and sufficient school-site-level counselors to serve at least 70% of foster youth at ratio no higher than 1:50.</p>

<b>GOAL:</b>	Foster youth will have access to academic and socio/emotional resources and supports on at least an equal basis as other students.		Related State and/or Local Priorities: _1 _2 _3 X4 X5 X6 _7 _8 COE only: _9 _10 Local: N/A
<b>Identified Need:</b>	Foster youth, due to high school mobility, often access academic and socio-emotional resources at a lower rate than more stable students.		
<b>Goal Applies to:</b>	<b>Schools:</b>	All	
		Grades: All	
	<b>Applicable Pupil Subgroups:</b>	Foster Youth	
<b>LCAP Year 1</b>			
<b>Expected Annual Measurable Outcomes:</b>	Foster youth will participate in school-site and district level academic support programs (tutoring, afterschool and summer enrichment, etc.), socio-emotional supports (attendance monitoring and support, Positive Behavior Interventions and Supports, restorative justice and Social Emotional Learning, school-based health and mental health services, extracurricular activities and sports, etc.) at least at the same participation rate as the general student population.		
	<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>
			<b>Budgeted Expenditures</b>

<p>District-level and school site staff will track participation data and work with program staff to ensure foster youth have equal access to all academic and socio-emotional supports provided to students, including:</p> <p>(a) Tutoring &amp; academic enrichment programs</p> <p>(b) Summer school/credit recovery</p> <p>(c) Academic Counseling</p> <p>(d) Positive Behavior Interventions and Supports, Restorative Justice, Social Emotional Learning, Health/Mental Health Services.</p> <p>(e) Sports and other extracurricular activities</p> <p>(f) Career pathways and linked learning opportunities</p>	<p>All Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>District-level liaison and oversight staff; Funds for transportation and priority access to tutoring enrichment programs, sports and extracurricular activities.</p>
<p><b>LCAP Year 2</b></p>			
<p><b>Expected Annual Measurable Outcomes:</b></p>	<p>Foster youth will participate in school-site and district level academic support programs (tutoring, afterschool and summer enrichment, etc.), socio-emotional supports (attendance monitoring and support, Positive Behavior Interventions and Supports, restorative justice and Social Emotional Learning, school-based health and mental health services, extracurricular activities and sports, etc.) at least at the same participation rate as the general student population.</p>		
<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>

<p>District-level and school site staff will track participation data and work with program staff to ensure foster youth have equal access to all academic and socio-emotional supports provided to students, including:</p> <p>(a) Tutoring &amp; academic enrichment programs</p> <p>(b) Summer school/credit recovery</p> <p>(c) Academic Counseling</p> <p>(d) Positive Behavior Interventions and Supports, Restorative Justice, Social Emotional Learning, Health/Mental Health Services.</p> <p>(e) Sports and other extracurricular activities</p> <p>(f) Career pathways and linked learning opportunities</p>	<p>All Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>District-level liaison and oversight staff; Funds for transportation and priority access to tutoring, enrichment programs, sports and extracurricular activities.</p>
<p><b>LCAP Year 3</b></p>			
<p><b>Expected Annual Measurable Outcomes:</b></p>	<p>Foster youth will participate in school-site and district level academic support programs (tutoring, afterschool and summer enrichment, etc.), socio-emotional supports (attendance monitoring and support, Positive Behavior Interventions and Supports, restorative justice and Social Emotional Learning, school-based health and mental health services, extracurricular activities and sports, etc.) at least at the same participation rate as the general student population.</p>		
<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>



<p>District-level and school site staff will track participation data and work with program staff to ensure foster youth have equal access to all academic and socio-emotional supports provided to students, including:</p> <ul style="list-style-type: none"> <li>(a) Tutoring &amp; academic enrichment programs</li> <li>(b) Summer school/credit recovery</li> <li>(c) Academic Counseling</li> <li>(d) Positive Behavior Interventions and Supports, Restorative Justice, Social Emotional Learning, Health/Mental Health Services.</li> <li>(e) Sports and other extracurricular activities</li> <li>(f) Career pathways and linked learning opportunities</li> </ul>	<p>All Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>District-level liaison and oversight staff; Funds for transportation and priority access to tutoring, enrichment programs, sports and extracurricular activities.</p>
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### Annual Update

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

**Guiding Questions:**

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific schoolsites 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?

<b>Original Goal from prior year LCAP:</b>	Foster and expelled students receive instruction and services to support their intellectual, social, emotional, and physical development.		Related State and/or Local Priorities: X 1 X 2 X 3 X 4 X 5 X 6 X 7 X 8 COE only: X 9 X 10 Local:
Goal Applies to:	Schools:	All	
		Grades: All	

	Applicable Pupil Subgroups:	Foster Youth, Other (Expelled Students)	
Expected Annual Measurable Outcomes:	<p>95% of expelled students will meet their academic needs through alternative pathways.</p> <p>95% of foster parents will indicate that foster youth are being served appropriately.</p> <p>90% of school registrars will be trained to meet enrollment and withdrawal requirements of foster youth including efficient expeditious transfer of health and education records and the health and education passport.</p> <p>90% of school administrators will work closely with school secretaries to ensure that requests from the juvenile court and/or county child welfare agencies for information regarding delivery and coordination of educational services for foster youth be quickly and efficiently communicated between agencies.</p> <p>80% of schools will have identified and trained an instructional aide to serve as an academic mentor/coach to foster students.</p>	Actual Annual Measurable Outcomes:	<p>0% expelled students</p> <p>95% of foster parents indicated that foster youth are being served appropriately.</p> <p>95% of school registrars were trained to meet enrollment and withdrawal requirements of foster youth including efficient expeditious transfer of health and education records and the health and education passport.</p> <p>90% of school administrators work closely with school secretaries to ensure that requests from the juvenile court and/or county child welfare agencies for information regarding delivery and coordination of educational services for foster youth be quickly and efficiently communicated between agencies.</p> <p>80% of schools have identified and trained an instructional aide to serve as an academic mentor/coach to foster students.</p>
<b>LCAP Year: 2015-16</b>			
<b>Planned Actions/Services</b>		<b>Actual Actions/Services</b>	
	<b>Budgeted Expenditures</b>		<b>Estimated Actual Annual Expenditures</b>
Continue to support Visual and Performing Arts (VAPA) in all schools. Provide matching funds for <i>Artists in the Schools</i> Grant provided through Sierra County Arts Council. Grant funds are used at all school sites except Sierra Pass Continuation High School.	\$ 5,000	The district continues to support Visual and Performing Arts (VAPA) in all schools.	\$ 5,000 Forest Reserve

<b>Scope of service:</b>	All Grades: All		<b>Scope of service:</b>	All Grades: All	
_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless X Other (expelled students)			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
Continue to support Career Technical Education in grades 7-12 through employment of Construction/ Woodshop teacher and Career Specialist and by funding supplies for greenhouses and construction classes.		\$ 55,000	The district continues to expand Career Technical Education opportunities and pathways by expanding use of greenhouses and garden program to K-12 Science, health, and sustainable agriculture projects. All school sites have greenhouses and/or gardens that the students work in daily.	\$ 6,000 LCFF (EPA)	
<b>Scope of service:</b>	Downieville Jr/Sr High School Loyalton High School Grades: 7th, 8th, 9th, 10th, 11th, 12th		<b>Scope of service:</b>	All Grades: All	
_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless X Other (expelled students)			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		

Continue to expand Career Technical Education opportunities and pathways by expanding use of greenhouses and garden programs to K-12 Science, health, and sustainable agriculture		\$ 6,000	District continues to support Career Technical Education in grades 7-12 through employment of Construction/Woodshop teacher and Career Specialist and by funding supplies for greenhouses and construction. We increased our part-time shop teacher at LHS to full-time.		\$ 55,000 LCFF (EPA)
<b>Scope of service:</b>	All Grades: All		<b>Scope of service:</b>	Loyalton High School Downieville Junior/Senior High School Grades: 7th, 8th, 9th, 10th, 11th, 12th	
<input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other (expelled students)			<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other		
Continue to have Foster Youth Service Coordinator handle annual staff training and establish a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.		\$ 2,000	Our newly appointed district-level liaison for foster youth will continue to handle annual staff training and establish a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.		\$ 2,000 LCFF
<b>Scope of service:</b>	All Grades: All		<b>Scope of service:</b>	All Grades: All	

_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless X Other (expelled students)			_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other	
Provide certificated and classified staff for students with Individualized Education Programs (IEPs), provide a School Psychologist for all students as needed, and provide contracted services as needed for students with IEPs.		\$591,000	Provided certificated and classified staff for students with Individualized Education Programs (IEPs), provided a school psychologist for all students as needed, and provide contracted services as needed for students with IEPs.	
<b>Scope of service:</b>	All  Grades: All		Scope of service:	All  Grades: All
_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless X Other (expelled students)			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other	
<b>What changes in actions, servcves, and expenditures</b>	Our district/county administrative assistant has been assigned the role of district-level liaison for foster youth. She has attended trainings to learn the policies for foster youth requirements related to their education. She has held meetings with key personnel to ensure that foster youth are obtaining the best education and services that are needed. She will be training school secretaries and support staff in all areas that affect foster youth in our district.			

<b>Original Goal from prior year LCAP:</b>	Foster and expelled students engage in a rigorous curriculum and acquire the knowledge, critical thinking skills, and characteristics needed for success in college, career, and life.		Related State and/or Local Priorities: X 1 X 2 X 3 X 4 X 5 X 6 X 7 X 8 COE only: X 9 X 10 Local:
Goal Applies to:	Schools:	All	
	Grades:	All	
	Applicable Pupil Subgroups:	Foster Youth, Other (Expelled Students)	

<p><b>Expected Annual Measurable Outcomes:</b></p>	<p>85% or more of foster students will be in attendance daily, averaged over the year.</p> <p>85% or more of expelled students will make adequate progress toward graduation in alternative settings.</p> <p>5% or fewer of students will be expelled during the year.</p> <p>95% of foster students will demonstrate mastery of the academic skills needed for promotion to the next grade level at the end of the year.</p> <p>85% of foster and expelled students in grades K-9 will receive instruction in health using the adopted curriculum.</p> <p>80% of foster youth and expelled students will participate in a physical education program.</p> <p>60% of foster students in grades 9-12 will participate in athletics or extra-curricular activities.</p> <p>80% of foster and expelled students who need intensive intervention in ELA or mathematics will be enrolled in a qualified intervention program.</p>	<p><b>Actual Annual Measurable Outcomes:</b></p>	<p>90% or more of foster students were in attendance daily, averaged over the year.</p> <p>0% students were expelled</p> <p>0% students were expelled</p> <p>95% of foster students are demonstrating mastery of the academic skills needed for promotion to the next grade level at the end of the year.</p> <p>Our health curriculum was not used this year.</p> <p>100% of our foster youth participate in a physical education program.</p> <p>We had no foster youth students in grades 9-12 this year.</p> <p>100% of foster students who need intensive intervention in ELA or mathematics were enrolled in a qualified intervention program.</p>
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**LCAP Year: 2015-16**

<b>Planned Actions/Services</b>		<b>Actual Actions/Services</b>	
	<b>Budgeted Expenditures</b>		<b>Estimated Actual Annual Expenditures</b>
Professional Learning Community (PLC) activities are scheduled in the school calendar. Certificated staff attend professional development programs/conferences.	\$ 2,500	The district continues to calendar professional learning community (PLC) activities into our calendar. Certificated staff attend professional development programs/conferences.	\$ 2,500 RSDSS



<b>Scope of service:</b>	AI Grades: All		<b>Scope of service:</b>	All Grades: All	
_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless X Other (Expelled Students)			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Continue to fund instructional aides to work with exceptional need students.		\$ 68,000	The district continues to fund instructional aides to work with exceptional students.		\$ 68,000 Federal/State Special Ed
<b>Scope of service:</b>	All Grades: All		<b>Scope of service:</b>	All Grades: All	
_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless X Other (Expelled Students)			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
<b>What changes in actions, servivces, and expenditures</b>	Because we have such a low number of foster youth in our district and we have had no expelled students for several years, we will continue to serve the foster youth as we have in the past to ensure that they get the services they need to be successful at school.				

<b>Original Goal from prior year LCAP:</b>	All stakeholders are involved in promoting a district culture where foster youth and expelled students realize success and that success is communicated and celebrated.		Related State and/or Local Priorities: X 1 X 2 X 3 X 4 X 5 X 6 X 7 X 8 COE only: X 9 X 10 Local:	
Goal Applies to:	Schools:	All		
	Grades:	All		
Applicable Pupil Subgroups:	Foster Youth, Other (Expelled Students)			
Expected Annual Measurable Outcomes:	50 stakeholders will attend one of three annual Community Forums to provide input for the LCAP.  95% of County staff will receive training related to coordinated services for foster youth and expelled students and will gain information and tools to minimize changes in school placement of foster youth.	Actual Annual Measurable Outcomes:	About 70 stakeholders attended one of three of our annual Community Forums to provide input for the LCAP.  Training has just begun with the assignment of our District-level foster youth liaison.	
<b>LCAP Year: 2015-16</b>				
<b>Planned Actions/Services</b>		<b>Actual Actions/Services</b>		
		<b>Budgeted Expenditures</b>	<b>Estimated Actual Annual Expenditures</b>	
Continue to promote and host Community Forums, maintain County website, contract for telecommunications equipment and services, and provide for communication with stakeholders.		\$120,000	The district continues to host Community Forums at all 3 school sites, we are maintaining the county website, contracted for telecommunications equipment and services, and provide for communication with stakeholders.  \$120,000  LCFF, Forest Reserves	
<b>Scope of service:</b>	All  Grades: All		Scope of service:	All  Grades: All

<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input checked="" type="checkbox"/> Other (Expelled Students)</p>		<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>
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**What changes in actions, services, and expenditures**

The district will continue to hold community forums at each school site to discuss the LCAP and the state of the schools. We are a small community and therefore have opportunities to meet informally with stakeholders at school functions and community activities. Our District-level foster youth liaison will continue to go to trainings and train appropriate school staff in the regulations for foster youth.

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

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

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

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

<b>Total amount of Supplemental and Concentration grant funds calculated:</b>	0
Sierra County has no students. Sierra County funds are used to support students enrolled in Sierra-Plumas Joint Unified School District. Sierra County Office of Education ensures that all foster youth and expelled students benefit from a coordination of services to meet their needs.	

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

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

0.00	%
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Because there are no students enrolled in Sierra County, services are provided through Sierra-Plumas Joint Unified School District. Sierra County provides services to students that would otherwise be unavailable. Sierra County provides Resource Specialists, the SELPA Director, a Speech Therapist, and the School Psychologist. Sierra County also funds some of the Career Technical Education programs. These services and programs serve students with special needs as well as all students who may access the programs supported by the county. These programs promote a higher graduation rate and lower truancy rate. All foster youth and expelled students will benefit from a coordination of services to meet their needs.

## LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

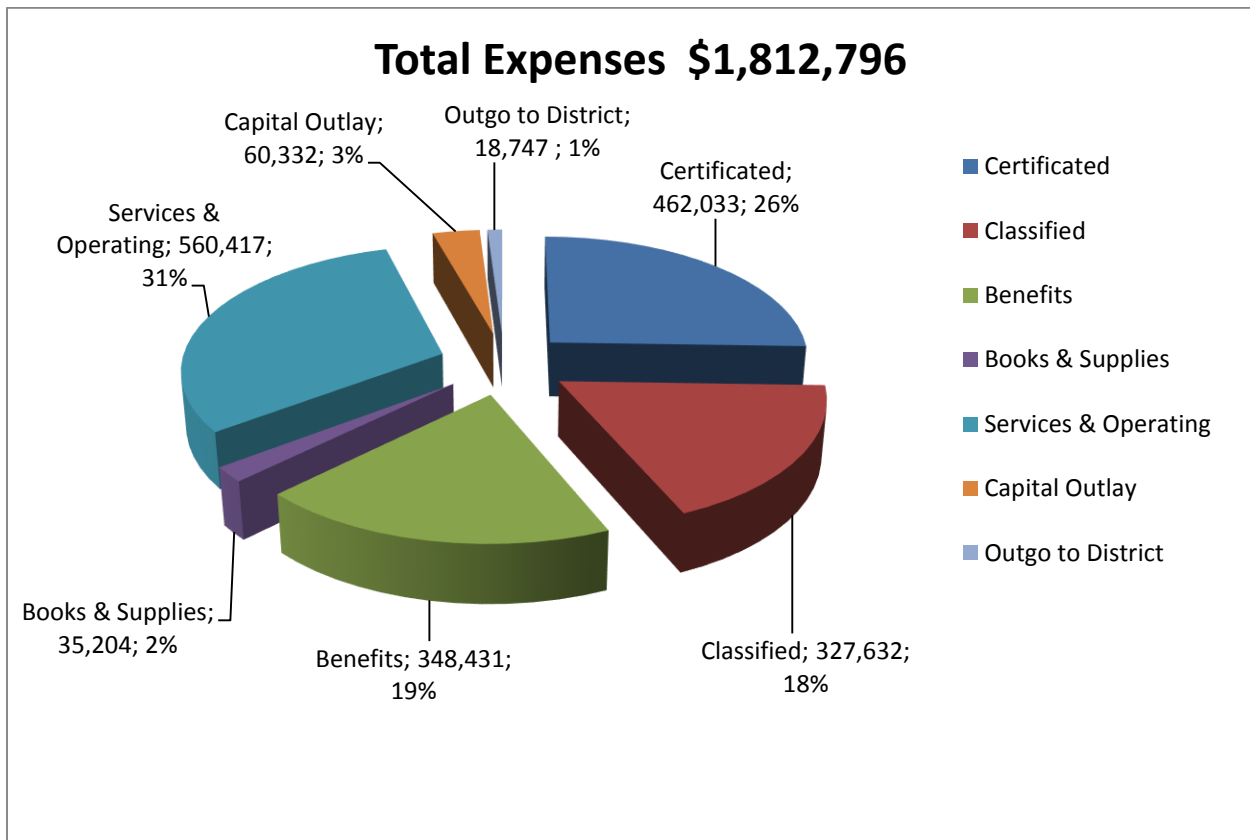
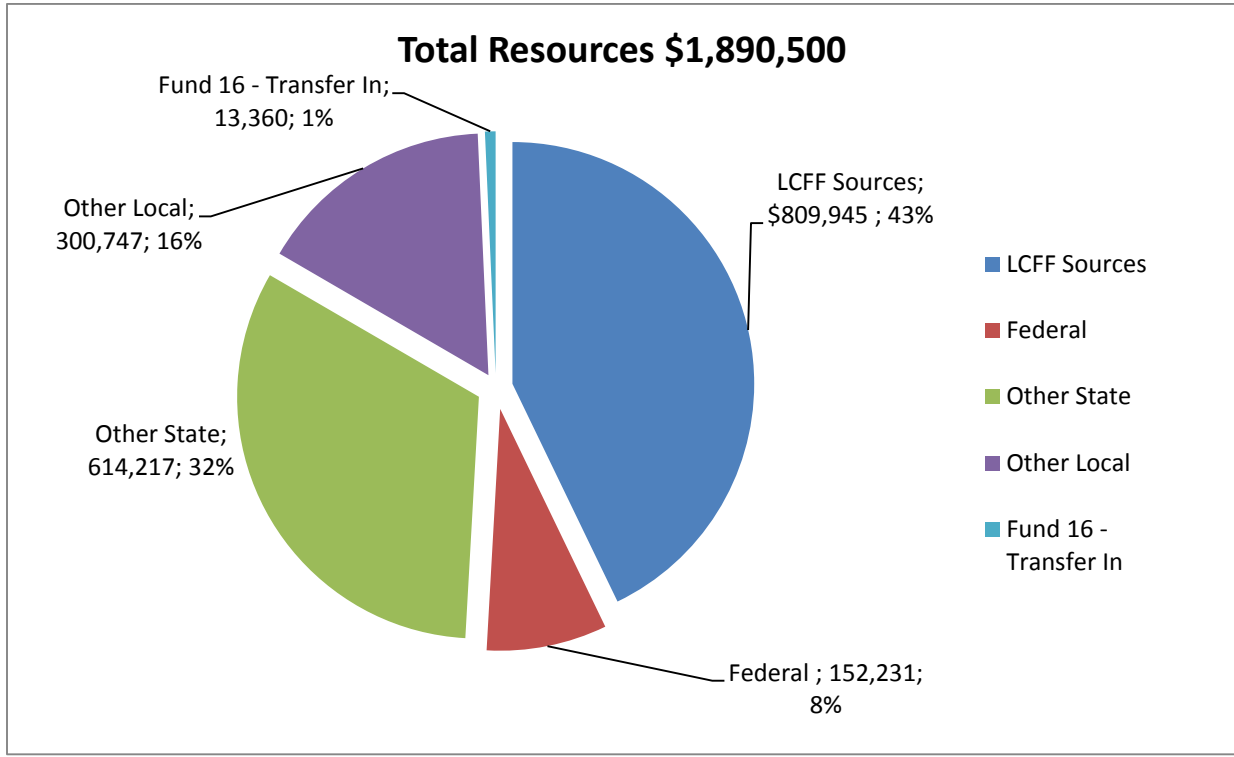
(c) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
  - (2) The total number of cohort members.
  - (3) Divide (1) by (2).
- (e) “Suspension rate” shall be calculated as follows:
- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
  - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
  - (3) Divide (1) by (2).
- (f) “Expulsion rate” shall be calculated as follows:
- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
  - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
  - (3) Divide (1) by (2).

**Sierra County Office of Education  
2016-2017 Budget Narrative  
Presented May 10, 2016**





### **Net Increase (Decrease) in Fund Balance**

<b>Fiscal Year</b>	<b>Amount</b>
2012-13 actuals	48,594
2013-14 actuals	87,389
2014-15 actuals	243,930
2015-16 projected	224,349
2016-17 projected	77,704

### **Projected Ending Fund Balance**

2012-13	\$1,974,523 actuals
2013-14	\$2,061,912 actuals
2014-15	\$2,305,842 actuals
2015-16	\$2,530,191 projected
2016-17	\$2,607,895 projected

<b>Personnel</b>	<b>FTE</b>
Certificated	2.90
Superintendent	.15
SELPA Director	.60
Classified	3.85
Confidential	2.90

### **Comments**

1. No COLA on State funding sources
2. Includes a two percent salary increase for all employees
3. Increase cost for certificated health and welfare
4. PERS rate increase from 11.847% to 13.888%
5. STRS rate increase from 10.73% to 12.58%
6. Reimburse Sierra-Plumas JUSD to provide foster youth, business, curriculum and technology services
7. Secure Rural Schools and Community Act has not been reauthorized, but the budget includes \$13,860

Education Protection Account  
Program by Resource Report  
Expenditures by Function  
2015-2016 Budget Recommendation  
May 12, 2015

**SIERRA COUNTY OFFICE OF EDUCATION 2016-2017 Budget**  
**For Fund 01, Resource 1400 Education Protection Account**

Description	Object Codes	Amount
<b>AMOUNT AVAILABLE FOR THIS FISCAL YEAR</b>		
Adjusted Beginning Fund Balance	9791-9795	0.00
Revenue Limit Sources	8010-8099	116,831.00
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
All Other Financing Sources and Contributions	8900-8999	0.00
Deferred Revenue	9650	0.00
<b>TOTAL AVAILABLE</b>		<b>116,831.00</b>
<b>EXPENDITURES AND OTHER FINANCING USES</b>		
<b>(Objects 1000-7999)</b>	Function Codes	
Instruction, Teachers	1000-1999	98,084.00
Instruction-Related Services		
Instructional Supervision and Administration	2100-2150	0.00
AU of a Multidistrict SELPA	2200	0.00
Instructional Library, Media, and Technology	2420	0.00
Other Instructional Resources	2490-2495	0.00
School Administration	2700	0.00
Pupil Services		
Guidance and Counseling Services	3110	0.00
Psychological Services	3120	0.00
Attendance and Social Work Services	3130	0.00
Health Services	3140	0.00
Speech Pathology and Audiology Services	3150	0.00
Pupil Testing Services	3160	0.00
Pupil Transportation	3600	0.00
Food Services	3700	0.00
Other Pupil Services	3900	0.00
Ancillary Services	4000-4999	0.00
Community Services	5000-5999	0.00
Enterprise	6000-6999	0.00
General Administration	7000-7999	0.00
Plant Services	8000-8999	0.00
Other Outgo, Support District CTE Certificated Staff	9000-9999	18,747.00
<b>TOTAL EXPENDITURES AND OTHER FINANCING USES</b>		<b>116,831.00</b>
<b>BALANCE (Total Available minus Total Expenditures and Other Financing Uses)</b>		<b>0.00</b>

# Sierra County/Sierra-Plumas Joint USD

## Board Policy

Business and Noninstructional Operations

BP 3515.2(a)

### DISRUPTIONS

~~In order to help maintain an educational environment that provides for student safety, the Board of Education~~

~~The Governing Board is committed to keeping the schools free from disruptions providing a safe and to keeping unauthorized persons from entering school grounds. orderly environment for students, staff, and others on district property or while engaged in school activities.~~

~~The Superintendent or designee shall provide for the prompt removal of remove any individual from school grounds who, by his/her presence or action, disrupts or threatens to disrupt normal school operations at a school campus or any other district facility, threatens the health and/or safety of students or staff, anyone on district property, or causes or threatens to cause property damage in accordance with law, Board policy, or administrative regulation to district property or to any property on school grounds.~~

~~(cf. 1250 - Visitors/Outsiders)~~

~~(cf. 3515 - Campus Security)~~

~~(cf. 4118 - Dismissal/Suspension/Disciplinary Action)~~

~~(cf. 4158/4258/4358 - Employee Security)~~

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

~~(cf. 5131.4 - Student Disturbances)~~

### Gun Free School Zone

~~Possession of unauthorized firearms, weapons, or other dangerous instruments is prohibited within 1,000 feet of school grounds without the written permission of school authorities. (Penal Code 626.9, 626.10)~~

~~(cf. 5131.7 - Weapons and Dangerous Instruments)~~

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

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

~~The Superintendent or designee shall establish a plan describing staff responsibilities and actions to be taken when an individual is causing or threatening to cause a disruption. The plan shall address, as appropriate, visitor registration procedures; campus security measures; evacuation procedures; lock-down procedures; possible responses to an active shooter situation; communications within the school and with parents/guardians, law enforcement, and the media in the event of an emergency; and crisis counseling or other assistance for students and staff after a disruption. In developing such a plan, the Superintendent or designee shall consult with law enforcement to create guidelines for law enforcement support and intervention when necessary.~~

(cf. 0450 - Comprehensive Safety Plan)  
(cf. 3515.3 - District Police/Security Department)  
(cf. 3515.7 - Firearms on School Grounds)  
(cf. 3516 - Emergencies and Disaster Preparedness Plan)

The Superintendent or designee shall provide training to school staff on how to identify and respond to actions or situations that may constitute a disruption.

(cf. 4131 - Staff Development)  
(cf. 4231 - Staff Development)  
(cf. 4331 - Staff Development)

Any employee who believes that a disruption may occur shall immediately contact the principal. The principal or designee shall notify law enforcement in accordance with Education Code 48902 and 20 USC 7151 and in other situations, as appropriate.

*Legal Reference:*

EDUCATION CODE

32210 Willful disturbance of public school or meeting, misdemeanor  
32211 Threatened disruption or interference with classes; misdemeanor  
35160 Authority of governing boards  
44810 Willful interference with classroom conduct  
44811 Disruption of classwork or extracurricular activities  
48902 Notification of law enforcement authorities

51512 Prohibited use of electronic listening or recording device

PENAL CODE

243.5 Assault or battery on school property  
415.5 Disturbance of peace of school  
626-626.11 Schools, crimes, especially:  
626.7 Failure to leave campus or facility; wrongful return; penalties; notice; exceptions  
626.8 Disruptive presence at schools  
626.81 Misdemeanor for registered sex offender to come onto school grounds  
626.85 Misdemeanor for specified drug offender presence on school grounds  
626.9 Gun Free School Zone Act  
627-627.10 Access to school premises  
653b Loitering about schools or public places

12556 Imitation firearms

30310 Prohibition against ammunition on school grounds

UNITED STATES CODE, TITLE 20

7151 Gun-Free Schools Act

COURT DECISIONS

Reeves v. Rocklin Unified School District, (2003) 109 Cal.App.4th 652

In Re Joseph F., (2000) 85 Cal.App.4th 975

In Re Jimi A., (1989) 209 Cal.-App.3d 482

In Re Oscar R., (1984) 161 Cal.-App.-3d 770

ATTORNEY GENERAL OPINIONS

79 Ops.Cal.Atty.Gen. 58 (1996)

*Management Resources:*

CSBA PUBLICATIONS

911! A Manual for Schools and the Media During a Campus Crisis, 2001

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Guide for Developing High-Quality School Emergency Operations Plans, 2013

WEB SITES

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

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

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

Policy SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT

adopted: April 10, 2007

revised: May 10, 2016

Sierraville, California

Loyalton, California

# Sierra County/Sierra-Plumas Joint USD

## Administrative Regulation

Business and Noninstructional Operations AR 3515.2(a)

### DISRUPTIONS

The principal or designee may direct any person, except a student, school employee, or other person required by his/her employment to be on school grounds, to leave school grounds or school activity if:

1. The principal or designee has reasonable basis for concluding that the person is committing or has entered the campus with the purpose of committing an act which is likely to interfere with the peaceful conduct, discipline, good order, or administration of the school or a school activity, or with the intent of inflicting damage to any person or property. (Education Code 44810, 44811; Penal Code 626.7)
2. The person fights or challenges another person to a fight, willfully disturbs another person by loud and unreasonable noise, or uses offensive language which could provoke a violent reaction. (Penal Code 415.5)
3. The person ~~loiters around a school~~, without lawful business for being present, loiters around a school or reenters a school within 72 hours after he/she was asked to leave. (Penal Code 653b)
4. The person is required to register as a sex offender pursuant to Penal Code 290 and does not have a lawful purpose and written permission from the principal or designee to be on school grounds. (Penal Code 626.81)

*(cf. 1250 - Visitors/Outsiders)*

*(cf. 3515.5 - Sex Offender Notification)*

5. The person is a specified drug offender, as defined in Penal Code 626.85, and does not have written permission from the principal or designee to be on school grounds. However, such specified drug offender may be on school grounds during any school activity if he/she is a student or the parent/guardian of a student attending the school. (Penal Code 626.85)
6. The person willfully or knowingly creates a disruption with the intent to threaten the immediate physical safety of ~~any student in grades K-8~~ students, staff, or others while attending, arriving at, or leaving school. (Penal Code 626.8)
7. The person has otherwise established a continued pattern of unauthorized entry on school grounds. (Penal Code 626.8)

*(cf. 1240 - Volunteer Assistance)*

*(cf. 3515.3 - District Police/Security Department)*

*(cf. 4158/4258/4358 - Employee Security)*

*(cf. 6145.2 - Athletic Competition)*

The principal or designee shall allow a parent/guardian who was previously directed to leave school grounds to reenter for the purpose of retrieving his/her child for disciplinary reasons, medical attention, or family emergencies, or with the principal or designee's prior written permission. (Penal Code 626.7, 626.85)

When directing any person to leave school premises, the principal or designee shall inform the person that he/she may be guilty of a crime if he/she: (Education Code 32211; Penal Code 626.7, 626.8, 636.85)

1. Fails to leave or remains after being directed to leave
2. Returns to the campus without following the school's posted registration requirements
3. Returns within seven days after being directed to leave  
*(cf. 0450 - Comprehensive Safety Plan)*

Whenever an individual is causing or threatening to cause a disruption at any district facility other than a school campus, the Superintendent or designee may direct that individual to leave the facility consistent with this regulation and the accompanying Board policy.

### **Appeal Procedure**

Any person who is asked to leave a school building or grounds may appeal to the Superintendent or designee. -This appeal shall be made no later than the second school day after the person has departed from the school building or grounds. -After reviewing the matter with the principal or designee and the person making the appeal, the Superintendent or designee shall render his/her decision within 24 hours after the appeal is made, and this decision shall be binding. (Education Code 32211)

The decision of the Superintendent or designee may be appealed to the Governing Board ~~of Education~~. Such an appeal shall be made no later than the second school day after the Superintendent or designee has rendered his/her decision. The Board shall consider and decide the appeal at its next scheduled regular or adjourned regular public meeting. The Board's decision shall be final. (Education Code 32211)

In any circumstance where a person has been directed to leave a school building or ground where the Superintendent's or Board's office is situated, he/she may nevertheless enter the school building or ground solely for the purpose of making the appeal. (Education Code 32211)

Policy  
adopted: April 10, 2007  
revised: June 12, 2012  
revised: May 10, 2016

SIERRA COUNTY OFFICE OF EDUCATION  
SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT  
Sierraville, California  
  
Loyalton, California

**FIREARMS ON SCHOOL GROUNDS**

**Cautionary Notice:** SB 707 (Ch. 766, Statutes of 2015) amended Penal Code 626.9 and 30310 to provide that a person with a concealed weapons license must obtain written permission of the Superintendent or designee in order to possess a firearm and/or ammunition on school grounds. In view of the public interest and safety issues involved, CSBA strongly recommends that the Governing Board adopt a policy either prohibiting or permitting such possession and, if such possession is allowed, establishing conditions and criteria for granting permission to individuals. Because the law now requires an affirmative action on the part of the district to allow or disallow concealed weapons permit holders to possess a firearm and/or ammunition on school grounds, it is possible that district liability could be increased. Thus, in adopting a policy, CSBA recommends that the Board consult with the district's legal counsel and insurance provider and with local law enforcement in order to carefully tailor the following sample policy to reflect the district's local circumstances.

Note: The following **optional** Board policy should be revised to reflect district practice.

The Governing Board is committed to providing a safe environment for students, staff, and visitors on campus. The Superintendent or designee shall consult with local law enforcement, insurance carriers, and other appropriate individuals and agencies to address the security of school campuses.

*(cf. 3515 - Campus Security)*  
*(cf. 3515.2 - Disruptions)*  
*(cf. 3515.3 - District Police/Security Department)*  
*(cf. 4158/4258/4358 - Employee Security)*  
*(cf. 5131.4 - Student Disturbances)*  
*(cf. 5131.7 - Weapons and Dangerous Instruments)*

District policy regarding the possession of firearms and/or ammunition on school grounds shall be included in the district's comprehensive safety plan and shall be communicated to district staff, parents/guardians, and the community.

*(cf. 0450 - Comprehensive Safety Plan)*  
*(cf. 1112 - Media Relations)*  
*(cf. 1113 - District and School Web Sites)*  
*(cf. 1114 - District-Sponsored Social Media)*

Note: Pursuant to Penal Code 626.9 (the Gun Free School Zone Act), the possession of a firearm on school grounds or within 1,000 feet of a school is prohibited, unless the person obtains the written permission of the Superintendent or designee or meets one of the exceptions specified in law (e.g., is a law enforcement or honorably retired peace officer, a member of the military forces engaged in the performance of his/her duties, a security guard, or participating at an existing shooting range at a school). SB 707 (Ch. 766, Statutes of 2015) amended Penal Code 626.9 and 30310 to provide that the exception for a holder of a valid Carry Concealed Weapon (CCW) license applies only to the area within 1,000 feet of a school, not on school grounds. Thus, a holder of a valid CCW license may possess a firearm and/or ammunition on school grounds only if he/she obtains the written permission of the Superintendent or designee.

Pursuant to Education Code 35160 and 35161, the Board is authorized to make rules for the governance of the district. Option 1 below reflects the Board's authority to prohibit the Superintendent or designee from permitting any person who is not specifically listed in Penal Code 626.9 or 30310 from carrying a firearm



and/or ammunition onto school grounds. Option 2 reflects the Board's authority to allow the Superintendent or designee to grant permission, on a case-by-case basis, to holders of valid CCWs within the parameters set forth in law.

Any person specified in Penal Code 626.9(1)-(o) and 30310 is authorized to possess a firearm and/or ammunition on school grounds. *School grounds* include, but are not limited to, school buildings, fields, storage areas, and parking lots.

#### **OPTION 1:**

The Superintendent or designee shall not grant permission to any other individual to carry a firearm or ammunition on school grounds.

Note: The remainder of this policy is for use by districts selecting Option 2, which allows the Superintendent or designee to exercise the authority to grant written permission to carry a firearm and/or ammunition on school grounds. Prior to adopting Option 2, the district should consult with legal counsel, the chief of police or county sheriff, insurance carriers, and other appropriate persons or agencies to assess the district's potential liability and the potential impact on the district's tactical response and comprehensive safety plans.

#### **OPTION 2:**

Note: The following paragraph may be revised to reflect district criteria, if any, for establishing eligibility for granting written permission to other persons to carry a firearm and/or ammunition on school grounds. To comply with both state and federal law, individuals need a CCW license without any restrictions regarding carrying a firearm on school grounds. CCW licenses are issued only by a California county sheriff to residents of the county or by the chief of police to residents of the city. Pursuant to Penal Code 26150 and 26155, minimum requirements for the CCW license include proof of "good moral character," good cause for issuance of the license, fulfillment of residency requirements, and completion of a course of training. Some counties also require a psychological evaluation. According to Frequently Asked Questions on the web site of the Office of the Attorney General, California law does not honor or recognize CCW licenses issued outside the state.

In addition, the district may revise the following paragraph to specify the person(s) authorized to grant permission. Pursuant to Penal Code 626.9, the Board could grant such authority to the Superintendent, his/her designee, or "equivalent school authority," which CSBA interprets to mean anyone who is responsible for running a school or program, such as the director of a regional occupational center/program, the principal of a charter school, etc. The paragraph also may be revised to indicate whether the Board will be involved in the review of grants or denials of permission.

In addition, the Board authorizes the Superintendent or designee to grant written permission to a person who holds a valid Carry Concealed Weapon (CCW) license issued in California and who is at least 21 years of age to possess lawful firearms and/or ammunition on school grounds in accordance with law and Board policy.

Note: The following paragraph provides an example of criteria that the district may use in granting permission to its employees, and may be revised to reflect district practice.

Any employee granted permission shall be an employee with no disciplinary record in the previous four years.

(cf. 4116 - Probationary/Permanent Status)

*(cf. 4118 - Dismissal/Suspension/Disciplinary Action)*  
*(cf. 4218 - Dismissal/Suspension/Disciplinary Action)*

No staff member shall be required to carry a firearm and/or ammunition while on school grounds.

Note: It is recommended that the district require any person requesting to carry a firearm and/or ammunition on school grounds to complete an application. See Exhibit (1) for a sample application form.

Any person requesting to carry a firearm on school grounds shall annually submit an application to the Superintendent or designee. He/she shall also provide a copy of a valid CCW license and meet any other requirement of the insurance provider, such as additional training or insurance coverage.

*(cf. 3580 - District Records)*

Note: It is recommended that any person granted permission to carry a firearm and/or ammunition on school grounds be required to read and sign a firearm and ammunition possession agreement. The agreement should specify all responsibilities and restrictions placed upon the possession of a firearm or ammunition on school grounds. See Exhibit (2) for a sample agreement.

Any person who is granted permission shall be required to sign the district's firearm and ammunition possession agreement. The signed agreement shall be maintained in the district's records. The principal and other appropriate staff shall be notified regarding persons who have been granted permission.

Permission shall be granted only if the Superintendent or designee is satisfied that the possession on school grounds shall be for a peaceful and lawful purpose or activity and that the possessor will at all times comply with all terms included in the district's firearm and ammunition possession agreement.

Permission to carry a firearm and/or ammunition on school grounds may be revoked by the Board or the Superintendent or designee at any time. In addition, when any person granted permission to possess a firearm on campus is directed to leave school grounds for reasons of disruption or other violation of law or district policy, the permission is automatically revoked.

*Legal Reference:*

EDUCATION CODE

32281 *Comprehensive safety plan*

35160 *Powers and duties of the board*

35161 *Powers and duties of the board; authority to delegate*

38001.5 *District security officers; requirements if carry firearm*

PENAL CODE

626.9 *Gun Free School Zone Act*

830.32 *District police department; district decision to authorize carrying of firearm*

16150 *Definition of ammunition*

16520 *Definition of firearm*

26150-26225 *Concealed weapons permit*

30310 *Prohibition against ammunition on school grounds*

UNITED STATES CODE, TITLE 18

921 *Definitions, firearms and ammunition*

922 *Firearms, unlawful acts*

923 Firearm licensing

UNITED STATES CODE, TITLE 20

7151 Gun-Free Schools Act; student expulsions for possession of firearm

*Management Resources:*

WEB SITES

*Office of the Attorney General: <https://oag.ca.gov/firearms>*

Policy  
adopted:

CSBA MANUAL MAINTENANCE SERVICE  
April 2016

**FIREARMS ON SCHOOL GROUNDS**

**APPLICATION FOR FIREARM/AMMUNITION ON SCHOOL GROUNDS**

Please fill out all three sections of this application and attach all documents listed in Section 2. Incomplete applications will not be processed.

Return this application to:

\_\_\_\_\_ (title)

\_\_\_\_\_ (address)

**SECTION 1. Identifying Information**

Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

Phone: \_\_\_\_\_ Email: \_\_\_\_\_

School(s) at which I seek permission to carry a firearm and/or ammunition:

\_\_\_\_\_  
\_\_\_\_\_

I am a (check one or more):

District employee (Job title: \_\_\_\_\_ Location: \_\_\_\_\_)

Parent/guardian of child(ren) at the following school(s): \_\_\_\_\_

Other: \_\_\_\_\_

Reason for requesting permission to carry firearm and/or ammunition on school grounds:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**FIREARMS ON SCHOOL GROUNDS (continued)**

**SECTION 2. Required Documents**

The following documents must be attached to this application:

1. Copy of a valid Carry Concealed Weapon (CCW) license issued in California

Date of expiration: \_\_\_\_\_

2. \_\_\_\_\_

**SECTION 3. Acknowledgment**

I understand that by submitting this application I am certifying under penalty of perjury under the laws of the State of California that the information provided is accurate and all documents attached are true and correct copies of the original. I understand that the decision to grant me permission to carry a firearm and/or ammunition on school grounds is at the sole discretion of the school district.

Print name: \_\_\_\_\_ Date: \_\_\_\_\_

Signature: \_\_\_\_\_

**FIREARMS ON SCHOOL GROUNDS**

**FIREARM AND AMMUNITION POSSESSION AGREEMENT**

The district permits the possession of firearms and ammunition on school grounds consistent with applicable law and Board policy. Before the Superintendent or designee grants such permission to any person to possess a firearm or ammunition on school grounds, the person requesting such permission must agree to the conditions described below regarding acceptable use and the safety restrictions imposed by the district.

**I. Definitions**

*Ammunition* means, but is not limited to, any bullet, cartridge, magazine, clip, speed loader, autoloader, or projectile capable of being fired from a firearm with a deadly consequence. Ammunition does not include blanks.

*Firearm* means a device, designed to be used as a weapon, from which is expelled through a barrel, a projectile by the force of an explosion or other form of combustion.

*Carry Concealed Weapon (CCW) license* means a valid, current permit to carry a concealed firearm issued by a county sheriff or chief of police within California and must contain no restriction on the carrying of a firearm on school grounds.

*School grounds* include, but are not limited to, school buildings, fields, storage areas, and parking lots.

**II. District Rights**

The Superintendent or designee shall notify the principal and other appropriate staff of all persons granted permission to carry a firearm and/or ammunition on school grounds.

Permission to carry a firearm and/or ammunition does not necessarily apply to all types of lawful firearms or ammunition. The Superintendent or designee may deny permission for any specific type of firearm or ammunition or otherwise change the scope of the permission.

The Superintendent or designee shall notify law enforcement in the event that the person uses a firearm or ammunition in a manner that threatens the safety of other persons or district property.

The district reserves the right to revoke, at any time, the permission granted to an individual to possess a firearm and/or ammunition on school grounds. Grounds for revocation include, but are not limited to, a violation of law, Board policy, or any terms of this Agreement; concerns of the Superintendent or designee about the individual's ability to safely use the firearm or ammunition on school grounds; or any subsequent change in Board policy that would prohibit the granting of permission to any individual.

**FIREARMS ON SCHOOL GROUNDS** (continued)

**III. Responsibilities**

Responsibilities of any person given permission to carry a firearm or ammunition on school grounds include, but are not necessarily limited to:

1. Abiding by all applicable laws, Board policy, and the terms of this Agreement
2. Ensuring the safe storage and handling of the firearm and ammunition
3. Notifying the Superintendent or designee whenever the CCW license is revoked, expires, has new restrictions placed on it, or is renewed during the term of this Agreement and providing a copy of the renewed license as applicable
4. Only using the firearm and/or ammunition during an emergency that threatens the safety of students, staff, or other persons on school grounds and in accordance with applicable laws and the terms of the CCW license

**IV. Acknowledgment of Receipt and Agreement**

I acknowledge that I have received, read, and understood the Firearms and Ammunition Possession Agreement. I understand that any violations of this Agreement may be grounds for revocation of the Agreement.

*For district employees:* In addition, I understand that any violations of this Agreement may result in disciplinary action, up to and including termination.

My signature below indicates my knowing and voluntary acceptance of all the terms of this Agreement. I understand it is my obligation to apply to renew this Agreement before it expires in order to continue to possess a firearm or ammunition on school grounds.

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

**VI. District Permission**

Pursuant to Penal Code 626.9 and 30310 and as authorized by the Governing Board, I grant written permission to the following individual, whose name appears on the signature line under Section IV – Acknowledgement of Receipt and Agreement, to carry a firearm or ammunition on school grounds under the terms of this Agreement.

**FIREARMS ON SCHOOL GROUNDS** (continued)

I reserve the right to revoke or modify the scope of the permission granted in this Agreement. This Agreement shall automatically expire on the date listed below and may be renewed subject to district criteria.

_____	_____
Name	Title
_____	_____
Signature	Date

Expiration date of Agreement: \_\_\_\_\_



# Sierra County/Sierra-Plumas Joint USD

## Board Policy

### Student Wellness

BP 5030

#### Students

The Board of Education recognizes the link between student health and learning and desires to provide a comprehensive program promoting healthy eating and physical activity for district students. The Superintendent or designee shall coordinate and align district efforts to support student wellness through health education, physical education and activity, health services, nutrition services, psychological and counseling services, and a safe and healthy school environment. In addition, the Superintendent or designee may develop strategies for promoting staff wellness and for involving parents/guardians and the community in reinforcing students' understanding and appreciation of the importance of a healthy lifestyle.

(cf. 1020 - Youth Services)  
(cf. 3513.3 - Tobacco-Free Schools)  
(cf. 3514 - Environmental Safety)  
(cf. 5131.6 - Alcohol and Other Drugs)  
(cf. 5131.61 - Drug Testing)  
(cf. 5131.62 - Tobacco)  
(cf. 5131.63 - Steroids)  
(cf. 5141 - Health Care and Emergencies)  
(cf. 5141.22 - Infectious Diseases)  
(cf. 5141.3 - Health Examinations)  
(cf. 5141.31 - Immunizations)  
(cf. 5141.32 - Health Screening for School Entry)  
(cf. 5141.6 - School Health Services)  
(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Education)  
(cf. 6164.2 - Guidance/Counseling Services)

#### School ~~Health Council~~/Wellness Committee

The Superintendent or designee shall encourage parents/guardians, students, food service employees, physical education teachers, school health professionals, Board members, school administrators, and members of the public to participate in the development, implementation, and periodic review and update of the district's student wellness policy. (42 USC 1758b)

To fulfill this requirement, the Superintendent or designee may appoint a school ~~health council~~wellness or other district committee whose membership shall include representatives of these groups. He/she also may invite participation of other groups or individuals, such as health educators, curriculum directors, counselors, before- and after-school program staff, health practitioners, and/or others interested in school health issues.

(cf. 1220 - Citizen Advisory Committees)  
 (cf. 9140 - Board Representatives)

The school health council/committee shall advise the district on health-related issues, activities, policies, and programs. At the discretion of the Superintendent or designee, the duties of the council/committee may also include the planning, implementation, and evaluation of activities to promote health within the school or community.

#### Goals for Nutrition, Physical Activity, and Other Wellness Activities

The Board shall adopt goals for nutrition promotion and education, physical activity, and other school-based activities that promote student wellness. (42 USC 1758b)

(cf. 0000 - Vision)  
 (cf. 0200 - Goals for the School District)

The district's nutrition education and physical education programs shall be based on research, shall be consistent with the expectations established in the state's curriculum frameworks and content standards, and shall be designed to build the skills and knowledge that all students need to maintain a healthy lifestyle.

(cf. 6011 - Academic Standards)  
 (cf. 6142.7 - Physical Education and Activity)  
 (cf. 6142.8 - Comprehensive Health Education)  
 (cf. 6143 - Courses of Study)

The nutrition education program shall include, but is not limited to, information about the benefits of healthy eating for learning, disease prevention, weight management, and oral health. Nutrition education shall be provided as part of the health education program and, as appropriate, shall be integrated into other academic subjects in the regular educational program.

(cf. 5148.2 - Before/After School Programs)  
 (cf. 6177 - Summer Learning Programs)

To reinforce the district's nutrition education program, the Board prohibits the marketing and advertising of non-nutritious foods and beverages through signage, vending machine fronts, logos, scoreboards, school supplies, advertisements in school publications, coupon or incentive programs, free give-aways, or other means.

(cf. 1325 - Advertising and Promotion)

All students shall be provided opportunities to be physically active on a regular basis. Opportunities for moderate to vigorous physical activity shall be provided through physical education and recess and may also be provided through school athletic programs, extracurricular programs, before- and after-school programs, summer learning programs, programs encouraging

students to walk or bicycle to and from school, in-class physical activity breaks, and other structured and unstructured activities.

(cf. 5142.2 - Safe Routes to School Program)  
 (cf. 6145 - Extracurricular and Cocurricular Activities)  
 (cf. 6145.2 - Athletic Competition)

The Board may enter into a joint use agreement or memorandum of understanding to make district facilities or grounds available for recreational or sports activities outside the school day and/or to use community facilities to expand students' access to opportunity for physical activity.

(cf. 1330.1 - Joint Use Agreements)

Professional development may be offered to health education and physical education teachers, coaches, activity supervisors, food services staff, and other staff as appropriate to enhance their health knowledge and skills.

(cf. 4131 - Staff Development)  
 (cf. 4231 - Staff Development)  
 (cf. 4331 - Staff Development)

The Superintendent or designee may disseminate health information and/or the district's student wellness policy to parents/guardians through district or school newsletters, handouts, parent/guardian meetings, district and school web sites, and other communications. Outreach to parents/guardians shall emphasize the relationship between student health and academic performance.

(cf. 1100 - Communication with the Public)  
 (cf. 1112 - Media Relations)  
 (cf. 1113 - District and School Web Sites)  
 (cf. 1114 - District-Sponsored Social Media)  
 (cf. 6020 - Parent Involvement)

The Board recognizes that a safe, positive school environment is also conducive to students' physical and mental health and thus prohibits bullying and harassment of all students, including bullying on the basis of weight or health condition.

(cf. 5131.2 - Bullying)  
 (cf. 5145.3 - Nondiscrimination/Harassment)

The Superintendent or designee shall encourage staff to serve as positive role models for healthy eating and physical fitness. He/she shall promote work-site wellness programs and may provide opportunities for regular physical activity among employees.

Nutritional Guidelines for Foods Available at School

For all foods available on each campus during the school day, the district shall adopt ~~nutritional~~ USDA guidelines which are consistent with 42 USC 1773 and 1779 and federal regulations and which support the objectives of promoting student health and reducing childhood obesity. (42 USC 1758b)

In order to maximize the district's ability to provide nutritious meals and snacks, all district schools shall participate in available federal school nutrition programs, including the National School Lunch and School Breakfast Programs and after-school snack programs, to the extent possible. When approved by the California Department of Education, the district may sponsor a summer meal program.

(cf. 3550 - Food Service/Child Nutrition Program)  
 (cf. 3552 - Summer Meal Program)  
 (cf. 3553 - Free and Reduced Price Meals)  
 (cf. 5141.27 - Food Allergies/Special Dietary Needs)  
 (cf. 5148 - Child Care and Development)  
 (cf. 5148.3 - Preschool/Early Childhood Education)

The Superintendent or designee shall provide access to free, potable water during meal times in the food service area in accordance with Education Code 38086 and 42 USC 1758, and shall encourage students' consumption of water by educating them about the health benefits of water and serving water in an appealing manner.

The Board believes that all foods and beverages sold to students at district schools, including those available outside the district's food services program, should support the health curriculum and promote optimal health. Nutritional standards adopted by the district for foods and beverages provided through student stores, vending machines, or other venues shall meet or exceed state and federal nutritional standards.

(cf. 3312 - Contracts)  
 (cf. 3554 - Other Food Sales)

The Superintendent or designee shall encourage school organizations to use healthy food items or non-food items for fundraising purposes. He/she also shall encourage school staff to avoid the use of non-nutritious foods as a reward for students' academic performance, accomplishments, or classroom behavior.

(cf. 1230 - School-Connected Organizations)

School staff shall encourage parents/guardians or other volunteers to support the district's nutrition education program by considering nutritional quality when selecting any snacks which they may donate for occasional class parties. Class parties or celebrations shall be held after the lunch period when possible.

Program Implementation and Evaluation

The Superintendent shall designate ~~one or more district or school employees~~ Loyalton Elementary Site-Administrator, Loyalton High Site-Administrator, and Downieville Lead Teacher, as appropriate, to ensure that each school site complies with this policy. (42 USC 1758b)

(cf. 0500 - Accountability)

(cf. 3555 - Nutrition Program Compliance)

The Superintendent or designee shall periodically assess the implementation and effectiveness of this policy.

The assessment shall include the extent to which district schools are in compliance with this policy, the extent to which this policy compares to model wellness policies available from the U.S. Department of Agriculture, and a description of the progress made in attaining the goals of the wellness policy. (42 USC 1758b)

The Board and the Superintendent or designee shall establish indicators that will be used to measure the implementation and effectiveness of the district activities related to student wellness. Such indicators may include, but are not limited to:

1. Descriptions of the district's nutrition education, physical education, and health education curricula and the extent to which they align with state academic content standards and legal requirements
2. An analysis of the nutritional content of school meals and snacks served in all district programs, based on a sample of menus and production records
3. Student participation rates in all school meal and/or snack programs, including the number of students enrolled in the free and reduced-price meals program compared to the number of students eligible for that program
4. Extent to which foods sold on campus outside the food services program, such as through vending machines, student stores, or fundraisers, comply with nutritional standards
5. Results of the state's physical fitness test at applicable grade levels
6. Number of minutes of physical education offered at each grade span, and the estimated percentage of class time spent in moderate to vigorous physical activity
7. A description of district efforts to provide additional opportunities for physical activity outside of the physical education program
8. A description of other districtwide or school-based wellness activities offered, including the number of sites and/or students participating, as appropriate

The Superintendent or designee may invite feedback on district and school wellness activities

from food service personnel, school administrators, the school health council, parents/guardians, students, teachers, before- and after-school program staff, and/or other appropriate persons.

As feasible, the assessment report may include a comparison of results across multiple years, a comparison of district data with county, statewide, or national data, and/or a comparison of wellness data with other student outcomes such as academic indicators or student discipline rates.

The Superintendent or designee shall inform and update the public, including parents/guardians, students, and others in the community, about the content and implementation of this policy and assessment results. (42 USC 1758b)

In addition, the assessment results shall be submitted to the Board for the purposes of evaluating policy and practice, recognizing accomplishments, and making policy adjustments as needed to focus district resources and efforts on actions that are most likely to make a positive impact on student health and achievement.

#### Posting Requirements

Each school shall post the district's policies and regulations on nutrition and physical activity in public view within all school cafeterias or in other central eating areas. (Education Code 49432)

Each school may also post a summary of nutrition and physical activity laws and regulations prepared by the California Department of Education.

#### Legal Reference:

##### EDUCATION CODE

- 33350-33354 CDE responsibilities re: physical education
- 49430-49436 Pupil Nutrition, Health, and Achievement Act of 2001
- 49490-49494 School breakfast and lunch programs
- 49500-49505 School meals
- 49510-49520 Nutrition
- 49530-49536 Child Nutrition Act
- 49540-49546 Child care food program
- 49547-49548.3 Comprehensive nutrition services
- 49550-49561 Meals for needy students
- 49565-49565.8 California Fresh Start pilot program
- 49570 National School Lunch Act
- 51210 Course of study, grades 1-6
- 51220 Course of study, grades 7-12
- 51222 Physical education
- 51223 Physical education, elementary schools
- 51795-51796.5 School instructional gardens
- 51880-51921 Comprehensive health education

**CODE OF REGULATIONS, TITLE 5**

15500-15501 Food sales by student organizations  
 15510 Mandatory meals for needy students  
 15530-15535 Nutrition education  
 15550-15565 School lunch and breakfast programs

**UNITED STATES CODE, TITLE 42**

1751-1769 National School Lunch Program, especially:  
 1758b Local wellness policy  
 1771-1791 Child Nutrition Act, especially:  
 1773 School Breakfast Program

1779 Rules and regulations, Child Nutrition Act

**CODE OF FEDERAL REGULATIONS, TITLE 7**

210.1-210.31 National School Lunch Program  
 220.1-220.23 National School Breakfast Program

**COURT DECISIONS**

Frazer v. Dixon Unified School District, (1993) 18 Cal.App.4th 781

**Management Resources:****CSBA PUBLICATIONS**

Increasing Access to Drinking Water in Schools, Policy Brief, March 2013

Monitoring for Success: A Guide for Assessing and Strengthening Student Wellness Policies, rev. 2012

Nutrition Standards for Schools: Implications for Student Wellness, Policy Brief, rev. April 2012

Student Wellness: A Healthy Food and Physical Activity Policy Resource Guide, rev. 2012

Building Healthy Communities: A School Leader's Guide to Collaboration and Community Engagement, 2009

Safe Routes to School: Program and Policy Strategies for School Districts, Policy Brief, 2009

Physical Education and California Schools, Policy Brief, rev. October 2007

School-Based Marketing of Foods and Beverages: Policy Implications for School Boards, Policy Brief, March 2006

**CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS**

Physical Education Framework for California Public Schools, Kindergarten Through Grade Twelve, 2009

Health Framework for California Public Schools, Kindergarten Through Grade Twelve, 2003

**CALIFORNIA PROJECT LEAN PUBLICATIONS**

Policy in Action: A Guide to Implementing Your Local School Wellness Policy, October 2006

**CENTER FOR COLLABORATIVE SOLUTIONS**

Changing Lives, Saving Lives: A Step-by-Step Guide to Developing Exemplary Practices in Healthy Eating, Physical Activity and Food Security in Afterschool Programs, March 2010

**CENTERS FOR DISEASE CONTROL AND PREVENTION PUBLICATIONS**

School Health Index for Physical Activity and Healthy Eating: A Self-Assessment and Planning Guide, 2005

**FEDERAL REGISTER**

Rules and Regulations, January 26, 2012, Vol. 77, Number 17, pages 4088-4167

**NATIONAL ASSOCIATION OF STATE BOARDS OF EDUCATION PUBLICATIONS**

Fit, Healthy and Ready to Learn, 2000

U.S. DEPARTMENT OF AGRICULTURE PUBLICATIONS

Dietary Guidelines for Americans, 2005

Changing the Scene, Improving the School Nutrition Environment: A Guide to Local Action, 2000

WEB SITES

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

Action for Healthy Kids: <http://www.actionforhealthykids.org>

California Department of Education, Nutrition Services Division: <http://www.cde.ca.gov/ls/nu>

California Department of Public Health: <http://www.cdph.ca.gov>

California Healthy Kids Resource Center: <http://www.californiahealthykids.org>

California Project LEAN (Leaders Encouraging Activity and Nutrition):

<http://www.californiaprojectlean.org>

California School Nutrition Association: <http://www.calsna.org>

Center for Collaborative Solutions: <http://www.ccscenter.org>

Centers for Disease Control and Prevention: <http://www.cdc.gov>

Dairy Council of California: <http://www.dairycouncilofca.org>

National Alliance for Nutrition and Activity: <http://www.cspinet.org/nutritionpolicy/nana.html>

National Association of State Boards of Education: <http://www.nasbe.org>

School Nutrition Association: <http://www.schoolnutrition.org>

Society for Nutrition Education: <http://www.sne.org>

U.S. Department of Agriculture, Food Nutrition Service, wellness policy:

<http://www.fns.usda.gov/tn/Healthy/wellnesspolicy.html>

SIERRA COUNTY OFFICE OF EDUCATION  
SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT

Policy

adopted: April 10, 2007

revised: June 19, 2013

revised: May 10, 2016

Sierraville, California

Loyalton, California



# Sierra County/Sierra-Plumas Joint USD

## Board Policy

BP 5146

### Students

#### Married/Pregnant/Parenting Students

~~The Board of Education~~ The Governing Board recognizes that early marriage, pregnancy, or parenting and related responsibilities may disrupt a student's education and increase the chance of a student dropping out of school. The Board therefore desires to support married, pregnant, and parenting students to continue their education, attain strong academic and parenting skills, and promote the healthy development of their children.

(cf. 5113.1 - Chronic Absence and Truancy)

(cf. 5147 - Dropout Prevention)

~~(cf. 6011 - Academic Standards)~~

(cf. 6146.1 - High School Graduation Requirements)

(cf. 6146.11 - Alternative Credits Toward Graduation)

(cf. 6146.2 - Certificate of Proficiency/High School Equivalency)

(cf. 6164.5 - Student Success Teams)

The district shall not discriminate against any student on the basis of the student's marital status, pregnancy, childbirth, false pregnancy, termination of pregnancy, or related recovery. (Education Code 230; ~~20 USC 1681-1688~~ 34 CFR 106.40)

(cf. 0410 - Nondiscrimination in District Programs and Activities)

~~Any education program or activity, including any class or extracurricular activity, that is offered separately to such students shall be comparable to that offered to other district students. A student's participation in such programs shall be voluntary. (34 CFR 106.40)~~

~~(cf. 6142.7 - Physical Education and Activity)~~

~~(cf. 6145 - Extracurricular and Cocurricular Activities)~~

~~Any complaint of discrimination on the basis of pregnancy or marital or parental status shall be addressed through the district's uniform complaint procedures in accordance with 5 CCR 4600.4687 and BP/AR 1312.3 - Uniform Complaint Procedures.~~

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

Note: Pursuant to Family Code 7002, any person under the age of 18 years who enters into a valid marriage is an emancipated minor and therefore has the same rights as an adult. Such rights include, but are not limited to, those related to the verification of student absences (see AR 5113 - Absences and Excuses), access to student records (see AR 5125 - Student Records), and acceptance of employment without a work permit (see AR 5113.2 - Work Permits).

For school-related purposes, a ~~married~~ student under the age of 18 years who enters into a valid marriage shall have all the rights and privileges of students who are 18 years old, even if the marriage has been dissolved. (Family Code 7002)

~~The Superintendent or designee may periodically report to the Board regarding the effectiveness of district strategies to support married, pregnant, and parenting students, which may include data on participation rates in district programs and services, academic achievement, school attendance, graduation rate, and/or student feedback on district programs and services.~~

#### Education and Support Services for Pregnant and Parenting Students

Pregnant and parenting students shall retain the right to participate in any comprehensive school or educational alternative program. ~~The classroom setting shall be the preferred instructional strategy unless an alternative is necessary to meet the needs of the student and/or his/her child.~~

(cf. 6158 - Independent Study)

(cf. 6181 - Alternative Schools/Programs of Choice)

(cf. 6184 - Continuation Education)  
(cf. 6200 - Adult Education)

Note: Under federal law (34 CFR 106.40), districts cannot require a student to take a course or participate in a separate program or school for pregnant and parenting students; student participation must be voluntary and such programs or schools must be "comparable" to programs and schools offered to other students. State law (5 CCR 4950) requires that any separate educational programs, activities, and courses be "equal" to those that the students would have been in if they were participating in the regular program. The following paragraph reflects the state standard which is more stringent and thus would prevail.

The California Women's Law Center, in Educational Rights of Pregnant and Parenting Teens: Title IX and California State Law Requirements, describes the difficulty in ensuring that alternative programs meet this standard and cites factors that districts should consider in comparisons between the alternative and regular education program. Such factors may include, but are not limited to, the educational benefits provided (i.e., quality, range, and content of curriculum and other services; quality and availability of instructional materials and technology); extracurricular offerings; staff qualifications; geographic accessibility; and the quality, accessibility, and availability of facilities and resources. Because of the difficulty in meeting this standard, the California Women's Law Center cautions that districts must ensure that pregnant students are not pushed or lured into alternative programs through either overt or subtle practices.

Any education program or activity that is offered separately to pregnant students, including any class or extracurricular activity, shall be equal to that offered to other district students. A student's participation in such programs shall be voluntary. (5 CCR 4950)

(cf. 6142.7 - Physical Education and Activity)

(cf. 6145 - Extracurricular and Cocurricular Activities)

Note: The following paragraph is for use by districts that require any student with a physical or emotional condition requiring a physician's care to provide the physician's certification that the student is able to participate in an educational program or extracurricular activity. Pursuant to 34 CFR 106.40, a physician's certification cannot be required for participation of a student based on pregnancy, childbirth, false pregnancy, termination of pregnancy, or related recovery unless the district imposes the same requirement on students with other medical conditions or "temporary disabilities." Thus, the district cannot require a pregnant student to provide a physician's note to participate in physical education classes unless required of all students with temporary medical conditions, but a pregnant student who cannot accomplish the requirements of the regular physical education curriculum may be offered an alternative physical education curriculum.

As required for other students with physical or emotional conditions or temporary disabilities, the Superintendent or designee may require a student, based on ~~When necessary, the district shall provide reasonable accommodations to pregnant and parenting students to enable them to access the educational program. A pregnant student shall have access to any services available to other students with temporary disabilities or medical conditions.~~ A lactating student shall have access to a private location, other than a restroom, to breastfeed or express milk for her infant child.

A student may be required, based on her pregnancy, childbirth, false pregnancy, termination of pregnancy, or related recovery, to obtain certification from a physician indicating that ~~she~~the student is physically and emotionally able to participate in an educational program or activity, if other students with physical or emotional conditions or temporary disabilities are required by the district to provide such certification. (34 CFR 106.40)

(cf. 5131.62 - Tobacco)

As appropriate, teachers, administrators, and/or other personnel who work with pregnant and parenting students **may shall** receive related professional development.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

### Absences

Pregnant or parenting students may be excused for absences related to confidential medical appointments in accordance with BP/AR 5113 - Absences and Excuses.

(cf. 5113 - Absences and Excuses)

The Superintendent or designee shall grant a student a leave of absence due to pregnancy, childbirth, false pregnancy, termination of pregnancy, and related recovery for as long as it is deemed medically necessary by ~~her~~ a physician. At the conclusion of the leave, the student shall be reinstated to the status ~~she~~ held when the leave began. (34 CFR 106.40) (cf. 5112.3 - Student Leave of Absence)

Note: Education Code 48410 exempts from compulsory attendance in continuing education classes students who must render personal services to a dependent. The following paragraph allows parenting students in any district school to be absent for this reason and may be revised to reflect district practice.

~~A pregnant or A parenting student also may request exemption from attendance because of a related physical or mental condition or because of~~ personal services that must be rendered to a dependent. ~~(Education Code 48410)~~  
(cf. 5112.1 - Exemptions from Attendance)

### **Reasonable Accommodations**

When necessary, the district shall provide reasonable accommodations to pregnant and parenting students to enable them to access the educational program.

A pregnant student shall have access to any services available to other students with temporary disabilities or medical conditions. (34 CFR 106.40)  
(cf. 6183 - Home and Hospital Instruction)

Note: Education Code 222, as added by AB 302 (Ch. 690, Statutes of 2015), requires a school to offer reasonable accommodations to a lactating student, as specified below, whenever there is at least one lactating student on the campus.

The school shall provide reasonable accommodations to any lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. A student shall not incur an academic penalty for using any of these reasonable accommodations, and shall be provided the opportunity to make up any work missed due to such use. Reasonable accommodations include, but are not limited to: (Education Code 222)

1. Access to a private and secure room, other than a restroom, to express breast milk or breastfeed an infant child
2. Permission to bring onto a school campus a breast pump and any other equipment used to express breast milk
3. Access to a power source for a breast pump or any other equipment used to express breast milk
4. Access to a place to store expressed breast milk safely
5. A reasonable amount of time to accommodate the student's need to express breast milk or breastfeed an infant child

### **Complaints**

Any complaint of discrimination on the basis of pregnancy or marital or parental status shall be addressed through the district's uniform complaint procedures in accordance with 5 CCR 4600-4687 and BP/AR 1312.3 - Uniform Complaint Procedures.  
(cf. 1312.3 - Uniform Complaint Procedures)

Any complaint alleging district noncompliance with the requirements to provide reasonable accommodations for lactating students also may be filed in accordance with the district's procedures in AR 1312.3 - Uniform Complaint Procedures. A complainant who is not satisfied with the district's decision may appeal the decision to the California Department of Education (CDE). If the district or the CDE finds merit in an appeal, the district shall provide a remedy to the affected student. (Education Code 222; 5 CCR 4600-4687)

### **Program Evaluation**

The Superintendent or designee shall periodically report to the Board regarding the effectiveness of district strategies to support married, pregnant, and parenting students, which may include data on participation rates in district programs and services, academic achievement, school attendance, graduation rate, and/or student feedback on district programs and services.

(cf. 0500 - Accountability)

(cf. 6162.5 - Student Assessment)

**Legal Reference:**

EDUCATION CODE

222 Reasonable accommodations; lactating students

230 Sex discrimination

8200-8498 Child Care and Development Services Act

48205 Excused absences

48220 Compulsory education requirement

48410 Persons exempted from continuation classes

49553 Nutrition supplements for pregnant/lactating students

51220.5 Parenting skills and education

51745 Independent study

52610.5 Enrollment of pregnant and parenting students in adult education

CIVIL CODE

51 Unruh Civil Rights Act

FAMILY CODE

7002 Description of emancipated minor

HEALTH AND SAFETY CODE

104460 Tobacco prevention services for -pregnant and parenting students

CODE OF REGULATIONS, TITLE 5

4600-4687 Uniform complaint procedures

4950 Nondiscrimination, marital and parental status

CODE OF REGULATIONS, TITLE 22

101151-101239.2 General licensing requirements for child care centers

101351-101439.1 Infant care centers

UNITED STATES CODE, TITLE 20

1681-1688 Title IX, Education Act Amendments

UNITED STATES CODE, TITLE 42

1786 Special supplemental nutrition program for women, infants, and children

CODE OF FEDERAL REGULATIONS, TITLE 7

246.1-246.28 Special supplemental nutrition program for women, infants, and children

CODE OF FEDERAL REGULATIONS, TITLE 34

106.40 Marital or parental status

ATTORNEY GENERAL OPINIONS

87 Ops. Cal. Atty. Gen. 168 (2004)

COURT DECISIONS

*American Academy of Pediatrics et al v. Lungren et al* (1997) 16 Cal.4th 307

**Management Resources:**

CALIFORNIA WOMEN'S LAW CENTER PUBLICATIONS

Educational Rights of Pregnant and Parenting Teens: Title IX and California State Law Requirements

Pregnant Students and Confidential Medical Services

The Civil Rights of Pregnant and Parenting Teens in California Schools, 2002

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Supporting the Academic Success of Pregnant and Parenting Students under Title IX of the Education Amendments of 1972, rev. June 2013

WEB SITES

California Department of Education: <http://www.cde.ca.gov>

California Women's Law Center: <http://www.cwlc.org/resources>

U.S. Department of Agriculture, Women, Infants, and Children Program: <http://www.fns.usda.gov/wic>

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

Regulation

approved: April 10, 2007

revised: June 14, 2011

revised: March 11, 2014

revised: May 10, 2016

SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT

SIERRA COUNTY OFFICE OF EDUCATION

Loyalton, California