

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

[LCFF Evaluation Rubrics](#) [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: Essential data to support completion of this LCAP. Please analyze the LEA’s full data set; specific links to the rubrics are also provided within the template.

LEA Name	Sierra –Plumas Joint Unified School District/Sierra County Office of Education		
Contact Name and Title	Merrill Grant, Ed.D. Superintendent	Email and Phone	mgrant@spjUSD.org

2017-20 Plan Summary

THE STORY

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

The Sierra-Plumas Joint Unified School District and Sierra County Office of Education serves all of Sierra County and the eastern quarter of Plumas County. A five person Governing Board, each member of which represents a defined geographical area of the District, governs the District. The District Governing Board also serves as the Sierra County Board of Education.

Sierra County lies northeast of Sacramento and borders the State of Nevada on the east. Located in the heart of the Northern Sierra Nevada Mountains, it contains one-half million acres of forestland, forty-five mountain lakes, and an estimated seven hundred miles of trout streams. The eastern quarter of Plumas County lies within the boundaries of the Sierra-Plumas Joint Unified School District, and children from the towns of Vinton, Chilcoot, and Beckwourth attend school in Loyalton. Elevations within the District range from 2000 to nearly 9000 feet. Heavy snowfall and extreme temperatures are the general rule during the winter at the higher elevations. Eastern Sierra and Plumas county include the great Sierra Valley, once an ancient lakebed but is now the largest alpine valley in the Sierra Nevada range, a natural area for agriculture, timber production and mineral extraction operations. The western portion of Sierra County is heavily forested, has timber management areas, and contains both lode and placer gold mining operations. Gold was discovered here in 1849, and the area is rich in early California history. Recreational activities abound including fishing, hunting, skiing, hiking, camping, boating, and visits to points of historical interest.

We envision schools where all children succeed, where all children feel safe, and where their curiosity is cultivated. We provide an educational environment that encourages productive, responsible citizens. It is our goal to equip students with the tools to live and to contribute successfully in a rapidly changing world. Our schools offer a challenging, meaningful, and relevant curriculum that values creativity, critical thinking, and effective communication. Our students apply knowledge to new contexts and do so with honesty and integrity. Our students learn to appreciate beauty and care for the environment as well as each other and ultimately understand that their actions make a difference.

Administrators – 4
Bargaining Unit Representatives – 4
Community – 3,240
Principals – 2.5
School Personnel – 66
Students – 386
 English Learners - 15
 Foster Youth - 2
 Homeless Youth - 1
 Pupils with Disabilities – 46
 Socio-economically disadvantaged – 40%

LCAP HIGHLIGHTS

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

This year's LCAP is focused on student learning, professional development for all staff, and new standards based curriculum in math and language arts at all grade levels. We continue to increase our stakeholder engagement through more meaningful methods, such as, more contact with parents, students, community members, and district wide meetings. By obtaining more feedback from all stakeholders in the community we can improve more areas in the education of our Sierra/Plumas County students.

The District will begin school year 2017-18 with early out Wednesdays built into our calendar in order to offer more consistent professional development for all staff district wide.

REVIEW OF PERFORMANCE

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

GREATEST PROGRESS

The district hired a full time English Learner Paraprofessional who serves the entire district EL population. Our test scores have continued to increase in both Math and English Language Arts.

The district hired a part-time curriculum coordinator to guide the district in adopting current curriculum to meet California Common Core State Standards and to provide the necessary staff professional development in all areas of academics and behavioral needs.

District wide Math and Language Arts curriculum were adopted and implemented this year for grades K-12 that is aligned with the California Standards.

Loyalton Elementary School now has a full time principal.

All student 7-12 have chrome books that they are allowed to take home and use for their school assignments and projects.

Grades K-6 have one-to-one chrome books and or iPads within the classroom to be used at school for classroom assignments and projects.

All classrooms and portable buildings have had upgraded lighting installed to increase efficiency and to lower power usage.

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

GREATEST NEEDS

Sierra-Plumas JUSD has room for growth in both Language Arts and Math CAASPP scores for all grades tested. No dashboard indicator showed orange or red performance, however, the district will continue to address the need to increase performance on state testing.

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

PERFORMANCE GAPS

The district does not have any student subgroups that are two or more performance levels below the “all student” performance. The steps that we have taken to improve our student performance levels are:

- (a) New math and language arts curriculum
- (b) After school tutoring
- (c) Part-time curriculum coordinator
- (d) RTI meetings for at-risk students

INCREASED OR IMPROVED SERVICES

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

We will continue to fund and offer after school tutoring and intervention services within the school day. We will continue to fund and provide a full time English Learner paraprofessional and continue to fund and expand counseling services for all students in need of that service. Science and Social Science curriculum need to be adopted to meet the new standards.

We will continue to upgrade student computers and stay current with technology for all students.

The District will implement a separate Transitional Kindergarten/Kindergarten classroom program with a new fully credentialed teacher.

BUDGET SUMMARY

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

DESCRIPTION

AMOUNT

Total General Fund Budget Expenditures for LCAP Year

\$ 7,777,444

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

\$ 580,000

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

\$ 5,689,262

Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2016-2017

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

Goal 1

All students receive instruction and services to support their intellectual, social, emotional, and physical development.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL N/A

ANNUAL MEASURABLE OUTCOMES

EXPECTED

100% of teachers are fully credentialed for any core subject they are teaching and have certification to teacher English Learners.

60% of courses have adopted instructional materials, textbooks, and course outlines to meet the California Common Core State Standards.

100% of K-8 students are placed in broad courses of study.

90% of 9-12 students are making adequate progress towards graduation.

70% of students in grades 9-12 participate in at least one extra/co-curricular activity during the academic year.

30% of graduates complete a Career Technical Pathway prior to graduation.

ACTUAL

90% of our current teachers are fully credentialed

50% of core courses have adopted instructional materials, textbooks, and course outlines to meet the CCSS.

100% of K-8 students are placed in broad courses of study.

100% of 9-12 students are making adequate progress towards graduation

67% of students in grades 9-12 participate in at least one extra/co-curricular activity during the academic year.

36% of graduates complete a Career Technical Pathway prior to graduation.

ACTIONS / SERVICES

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

Action **1**

Actions/Services	<p>PLANNED Development of a five-year textbook adoption plan proposed by Sierra-Plumas Teachers' Association and approved by the School Board.</p>	<p>ACTUAL We are on track for a five-year adoption plan that follows the state textbook guidelines.</p>
Expenditures	<p>BUDGETED -0-</p>	<p>ESTIMATED ACTUAL -0-</p>

Action **2**

Actions/Services	<p>PLANNED Purchase of textbooks and instructional materials and development of updated course outlines to align with CCCSS in accordance with the five-year adoption plan.</p>	<p>ACTUAL We purchase K-5 math curriculum and K-12 English Language Arts curriculum district wide.</p>
Expenditures	<p>BUDGETED \$100,000 LCFF Base and Prop 20 Lottery Resource 6300</p>	<p>ESTIMATED ACTUAL \$153,586 RS0000.6300 0B4100.4300-4305</p>

Action **3**

Actions/Services	<p>PLANNED Fund Title I instructional aides at each school site in the district to provide support for students in core academic subjects.</p>	<p>ACTUAL All schools in the district have Title I instructional aides.</p>
Expenditures	<p>BUDGETED \$ 55,000 Federal Title I Resource 3010 and LCFF Supplemental</p>	<p>ESTIMATED ACTUAL \$86,019</p>

Action **4**

Actions/Services	<p>PLANNED Fund English Language Learner instructional aides to provide support in core academic subjects and language acquisition.</p>	<p>ACTUAL District hired a full-time instructional aide to serve all EL students in the district.</p>
Expenditures	<p>BUDGETED \$ 40,000 LCFF Supplemental</p>	<p>ESTIMATED ACTUAL \$ 8,236 Prog. 016</p>

Action **5**

Actions/Services	<p>PLANNED Provide part time Career Technical Education courses for students in grades 7-12 and fund extended summer contract for Agriculture teacher.</p>	<p>ACTUAL We are funding an active Career Technical pathway for all 9-12 students in the district. Funding is also provided for extended summer contract for the Agriculture teacher.</p>
Expenditures	<p>BUDGETED \$ 60,000 LCFF Base, Sierra COE Ag Incentive Grant 7010, and Carl Perkins Grant 3550</p>	<p>ESTIMATED ACTUAL \$13,348</p>

Action **6**

Actions/Services	<p>PLANNED Support co- and extra-Curricular activities, such as athletics and field trips.</p>	<p>ACTUAL The district offers funding for athletics and field trips to all schools.</p>
Expenditures	<p>BUDGETED \$ 60,000 LCFF Base and Non-Prop 20 Lottery Resource 1100</p>	<p>ESTIMATED ACTUAL \$63,720 Prog. 060.119</p>

Action **7**

Actions/Services	<p>PLANNED Fund an Art Specialist to work in grades K-6</p>	<p>ACTUAL Art Specialists are funded to work in grades K-6 throughout the district.</p>
Expenditures	<p>BUDGETED \$ 15,000 LCFF Base</p>	<p>ESTIMATED ACTUAL \$ 5,000</p>

Action **8**

Actions/Services	PLANNED Consider hiring a credentialed PE teacher to serve all students.	ACTUAL Still in consideration mode depending on master schedule needs of our high schools.
Expenditures	BUDGETED -0-	ESTIMATED ACTUAL -0-

Action **9**

Actions/Services	PLANNED Fund instructors, course materials, and supplies for continuation high school for 3 days a week.	ACTUAL The district still funds the continuation high school for 3 days a week.
Expenditures	BUDGETED \$ 55,000 LCFF Base/Supplemental	ESTIMATED ACTUAL \$57,257

Action **10**

Actions/Services	PLANNED Fund instructors, course materials, online resource, and supplies for Independent Study Program for 3 days a week.	ACTUAL The district still funds the Independent Study Program for 3 days a week.
Expenditures	BUDGETED \$ 47,000 LCFF Base	ESTIMATED ACTUAL \$50,553 Prog. 081

ANALYSIS

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	The district provides curriculum to all students matching up with California Content Standards. Textbooks will be adopted based on the State guidelines. Personnel have been hired and maintained to obtain maximum benefit to all students.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The teachers are confident that the new curriculum that was adopted this year will be effective in meeting the State Content Standards. Students attending counseling and tutoring services have been successful for all those students.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Differences between budgeted and actual expenditures have been minimal.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	No changes were made to this goal. This goal will be addressed and re-evaluated for the 2017-18 LCAP.

Goal 2

All students engage in a rigorous curriculum and acquire the knowledge, critical thinking skills, and characteristics needed for success in college, career, and life.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL N/A

ANNUAL MEASURABLE OUTCOMES

EXPECTED

There is a published school calendar that includes minimum days designated for professional collaboration.

100% of school staff submits a professional development plan to their site administrator on or before September 30.

100% of eligible students participate in the California Assessment of Student Performance and Progress (CAASPP testing).

50% of students met or exceeded standards on the 2016 CAASPP test.

90% of students in intensive intervention programs achieve grade level within two years of entering the intervention program.

45% of graduates meet the a-g UC/CSU entrance requirements.

35% of students who take the Advanced Placement exams score a 3 or higher.

ACTUAL

Every year a school calendar is adopted by the Board and published.

100% of school staff participated in a school curriculum and instruction survey to aid the curriculum coordinator in creating a district professional development plan.

100% of eligible students participated in CAASPP.

45% of students met or exceeded standards in English Language Arts and 42% of students met or exceeded standards in Math.

Most students have achieved grade level within two years of entering an intensive intervention program.

57% of graduates met the a-g UC/CSU entrance requirements.

38% of students who took the Advanced Placement exams scored a 3 or higher.

35% of juniors are recognized as “college ready” or “conditionally college ready” on the EAP exams in ELA or mathematics.

95% of 9-12 class cohort graduate from high school.

90% of students are in attendance daily, averaged over the year.

Fewer than 9% of students will be classified as chronic absentees during the year.

Fewer than 4% of middle school level students will be classified as *drop outs* during the year.

Fewer than 4% of high school level students will be classified as *drop outs* during the year.

Fewer than 5% of students are suspended in the year.

Fewer than 1% of students are expelled in the year.

65% of students who participate in California’s Physical Fitness Test score within the *Healthy Fitness Zone* in at least five of the six areas.

97.5% of K-8 students demonstrate mastery of the academic skills needed for promotion to the next grade level at the end of the year.

90% of English Learners will demonstrate improvement on their CELDT test and show progress toward re-designation.

Due to a testing error, there were no scores documented for this goal to be measured.

100% of 9-12 class cohort graduate from high school.

94% of students are in attendance daily, average over the year.

We have less than 9% of students classified as chronic absentees during the school year.

We have had no middle school level students classified as drop outs during the year.

We have had no high school level students classified as drop outs during the year.

Our suspension rate is less than 5% for the year.

We have had no students expelled this year.

Over 65% of students scored within the HFZ in 5 of 6 areas.

100% of K-8 students demonstrate mastery of the academic skills needed for promotion to the next grade level at the end of the year.

90% of EL students demonstrate improvement and show progress toward re-designation.

90% of English Learners are reclassified Fluent English Proficient within eight years of initial enrollment.

100% of graduates who are Agriculture Completers receive their State FFA Degree.

30% of graduates have completed a Career Technical pathway.

75% of grade 9-12 students participate in at least one extra- or co-curricular activity.

90% of EL students are reclassified within eight years.

32% of graduates who are Ag Completers receive their State FFA Degree

36% of graduates have completed a Career Technical pathway.

67% of grade 9-12 students participate in at least one extra- or co-curricular activity.

ACTIONS / SERVICES

Action **1**

Actions/Services

PLANNED

Fund professional development activities for local program, NCLB compliance requirements, and travel and conference to remote professional development locations.

ACTUAL

The district continues to fund professional development activities.

Expenditures

BUDGETED

\$ 10,000

Federal Resource 4035, Title II and/or Educator Effectiveness Resource 6264

ESTIMATED ACTUAL

\$34,360

Action **2**

Actions/Services	<p>PLANNED Fund assessment program including ELA and math interim assessments and physical fitness testing.</p>	<p>ACTUAL The district continues to fund all assessment programs.</p>
Expenditures	<p>BUDGETED \$ 10,000 Federal Small Rural Achievement Grant Resource 5811</p>	<p>ESTIMATED ACTUAL \$ 9,380</p>

Action **3**

Actions/Services	<p>PLANNED Provide sections for remedial and enrichment courses in the high schools (7-12) class schedules</p>	<p>ACTUAL District provides AP and Honors courses, online foreign language and computer courses. District also provides core intervention courses.</p>
Expenditures	<p>BUDGETED \$175,000 LCFF Base, Sierra COE</p>	<p>ESTIMATED ACTUAL \$180,000</p>

Action **4**

Actions/Services	<p>PLANNED Fund an Academic Advisor for 9-12 students to assist them in meeting academic needs according to their future plans.</p>	<p>ACTUAL District continues to fund an academic advisor.</p>
Expenditures	<p>BUDGETED \$ 14,000 LCFF Base</p>	<p>ESTIMATED ACTUAL \$11,700</p>

Action **5**

Actions/Services	<p>PLANNED Fund intensive intervention instruction for students in grades K-12 ELA and mathematics during the school day.</p>	<p>ACTUAL District continues to fund intensive intervention instruction throughout the day.</p>
Expenditures	<p>BUDGETED \$ 96,000 LCFF Base/Supplemental and Sierra County Office of Education</p>	<p>ESTIMATED ACTUAL \$80,366</p>

Action **6**

Actions/Services	<p>PLANNED Fund credentialed teachers for after school tutoring for students in grades 1-12 in all core courses. Fund limited bus service for students living outside of walking distance of the school while attending after school tutoring.</p>	<p>ACTUAL District continues to fund the after-school tutoring for students in grades 1-12. Because of lack of ridership, the busing was not continued.</p>
Expenditures	<p>BUDGETED Funded through Sierra County Office of Education through the Foster Youth Grant.</p>	<p>ESTIMATED ACTUAL \$ 6,552.96 RS7366 – Foster Youth Grant - SCOE</p>

ANALYSIS

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	District provided funding for college field trips (9-12), academic advising/four-year planning (9-12), afterschool tutoring (all schools), remedial and enrichment course (all schools), counseling services (all schools).
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	By providing these services, a large percentage of students go off to 2 year and/or 4-year colleges or successful careers. The district offers an eight-course schedule, which allows for an array of course offerings.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Differences between budgeted and actual expenditures have been minimal.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	No changes have been made to this goal.

Goal 3

All stakeholders are engaged in promoting a district culture where student success is realized, communicated, and celebrated.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL N/A

ANNUAL MEASURABLE OUTCOMES

EXPECTED

100% of subgroups are represented on the School Site Councils.

Monthly SPJUSD Board of Trustees meetings are clearly indicated on the SPJUSD calendar and posted on the Sierra County Office of Education website

65% of parents return the annual School Climate Survey.

90% of students return the annual School Climate Survey.

75 stakeholders participate in the Community Forums.

ACTUAL

80% of subgroups are represented on the School Site Councils.

Monthly SPJUSD Board of Trustees meetings are clearly indicated.

90% of parent surveys sent out were returned.

100% of students surveyed returned the survey.

58 stakeholders participated in the Community Forums.

ACTIONS / SERVICES

Action **1**

Actions/Services

PLANNED
Fund administration of student/parent school climate and other parent engagement surveys through the school sites. Publicize results. Schedule Community Forums to discuss outcomes of surveys and to prioritize and gather input for future LCAPs. Explore ways to support School Site Council membership.

ACTUAL
Student/parent school climate surveys were funded. Results are publicized on SCOE website. Community forums are scheduled for May 2, May 10, and May 16, 2017.

Expenditures

BUDGETED
\$ 750
Federal Resource 3010, Title I, LCFF Base

ESTIMATED ACTUAL
\$ 575

Action **2**

Actions/Services

PLANNED
Fund counseling services for students K-12 delivered through Sierra County Mental Health counselors.

ACTUAL
District continues to fund K-12 counseling services through Sierra County Mental Health.

Expenditures

BUDGETED
Funded through Sierra County Office of Education Foster Youth Grant

ESTIMATED ACTUAL
\$ 60,133

ANALYSIS

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	Student/parent surveys give the district important feedback from our stakeholders. This information gives the district important input on SPJUSD programs and services.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The counseling services have been very effective to reach students who were underserved previously.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Differences between budgeted and actual expenditures have been minimal.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	The district has embellished the School Site Councils to better interface with the LCAP. Due to the small parent population in general, the SSCs have given excellent feedback and direction to site administration in order to better serve their student population.

Goal 4

All schools and facilities are accessible, safe, and healthy places for students, staff, and community; and all classrooms are designed and furnished for optimal learning.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL N/A

ANNUAL MEASURABLE OUTCOMES

EXPECTED

70% of students feel “very safe” at school based on data from the latest administration of the California Health Kids Survey (CHKS).

3% or fewer students have been suspended or expelled because of a physically violent act.

75% of parents and students who return School Climate Surveys have overall positive responses.

100% of schools scored Good or Exemplary on the annual Facilities Inspection Tool (FIT).

Evidence indicates there is a plan in the district budget for facility contingencies.

Evidence indicates there is funding in the district budget for classroom furniture, fixtures.

ACTUAL

95% of students feel “very safe” at school based on the data from the latest CHKS.

.05% were suspended because of a physically violent act. We have 0 students expelled.

95% of parents and students who returned the CHKS have overall positive responses.

100% of schools scored Good or Exemplary on the annual Facilities Inspection Tool (FIT).

Although there is not a designated budget item for deferred maintenance, the SPJUSD budgets for needed facility enhancements.

Many purchase orders have been processed to better equip classrooms throughout the district.

ACTIONS / SERVICES

Action **1**

Actions/Services	PLANNED Funding for maintenance and custodial staff and all costs necessary to care for school buildings, grounds, and classrooms to provide a safe environment for student, staff, and visitors. Function 8100	ACTUAL The district continues to have funding for maintenance and custodial staff.
Expenditures	BUDGETED \$740,000 LCFF	ESTIMATED ACTUAL \$776,990

Action **2**

Actions/Services	PLANNED Fund training for students and staff in programs that promote school climate and student safety.	ACTUAL District continues to fund training/implementation of the Peace Builder/Peace Mediator program. School assemblies and guest speakers that address school climate and student safety are held throughout the school year.
Expenditures	BUDGETED \$ 5,000 LCFF Base	ESTIMATED ACTUAL \$ 4,750

Action

3

Actions/Services	PLANNED Facility repairs to include roof, HVAC, and Loyalton High School Bathroom.	ACTUAL The district continues to make repairs as needed. Lighting project through Prop 39 will be completed this school year.
Expenditures	BUDGETED \$475,000 LCFF Base and State Prop 39 Resource 6230	ESTIMATED ACTUAL \$180,000

Action

4

Actions/Services	PLANNED Develop a plan to replace classroom furnishings and technology on a regular basis and budget accordingly.	ACTUAL Replacement of classroom furnishings and technology is an ongoing process.
Expenditures	BUDGETED \$ 20,000 LCFF Base, Non-Prop 20 Lottery Resource 1100	ESTIMATED ACTUAL \$ 27,358

Goal 5

Foster and expelled students receive instruction and services to support their intellectual, social, emotional, and physical development. (Sierra County Office of Education – SCOE)

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL N/A

ANNUAL MEASURABLE OUTCOMES

EXPECTED

96% of expelled students will meet their academic needs through alternative pathways.

96% of foster parents will indicate that foster youth are being served appropriately.

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.

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.

85% of schools will have identified and trained an instructional aide to serve as an academic mentor/coach to foster students.

ACTUAL

We had no expelled students.

100% of foster parents have indicated that foster youth are being served appropriately.

100% of school registrars have been trained.

100% of school administrators are working closely with school secretaries.

100% of schools have identified and trained instructional aides to serve as an academic mentor/coach to foster students.

ACTIONS / SERVICES

Action **1**

Actions/Services	<p>PLANNED Continue to support Visual and Performing Arts (VAPA) in all schools. Provide matching funds for <i>Artists in the Schools</i> provided through Sierra County Arts Council. Grant funds are used at all school sites except Sierra Pass Continuation High School.</p>	<p>ACTUAL The district continues to fund Visual and Performing Arts in all schools.</p>
Expenditures	<p>BUDGETED \$ 5,000 Forest Reserve Revenue, Unrestricted Resource 0000</p>	<p>ESTIMATED ACTUAL \$ 4,900</p>

Action **2**

Actions/Services	<p>PLANNED 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>ACTUAL The district continues to support Career Technical Education in grades 7-12.</p>
Expenditures	<p>BUDGETED \$ 57,000 LCFF Base, EPA Resource 1400</p>	<p>ESTIMATED ACTUAL \$ 40,800</p>

ACTIONS / SERVICES

Action **3**

Actions/Services	<p>PLANNED 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>ACTUAL All schools in the district now have greenhouses and garden programs.</p>
Expenditures	<p>BUDGETED \$ 7,000 LCFF Base, EPA Resource 1400</p>	<p>ESTIMATED ACTUAL \$ 7,000</p>

Action **4**

Actions/Services	<p>PLANNED 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>ACTUAL The district continues to train and maintain the efficient expeditious transfer of health and education records of foster youth.</p>
Expenditures	<p>BUDGETED \$ 2,000 Foster Youth Program Resource 7366</p>	<p>ESTIMATED ACTUAL \$ 1,800</p>

ACTIONS / SERVICES

Action

5

Actions/Services

PLANNED

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.

ACTUAL

The district continues to provide staff for students with IEPs and continues to provide a school psychologist.

Expenditures

BUDGETED

\$664,000
Federal Resources 3315 & 3320
State Special Education Resource 6500
LCFF Base

ESTIMATED ACTUAL

\$429,302

ANALYSIS

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	Foster Youth advisory oversees that Foster Youth and expelled students are receiving instruction and services to support their intellectual, social, emotional, and physical development.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	We have a very small number of foster youth attending the schools in our county and the one foster family that has been here since the beginning of the school year has requested that we do not label their children as foster youth or provide any special services. They are, however, able to assess all services that are available to all children in the district.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Differences between budgeted and actual expenditures have been minimal.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	No changes to this goal. We will continue to train personnel to meet enrollment and withdrawal requirements, school administrators will continue to work with school secretaries to ensure that all requested information is efficiently communicated between agencies. Because we are a single district/county, this county goal will be included in the district LCAP in the future.

Goal 6

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. (SCOE)

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL N/A

ANNUAL MEASURABLE OUTCOMES

EXPECTED

87% or more of foster students will be in attendance daily, average over the year.

87% or more of expelled students will make adequate progress toward graduation in alternative settings.

4% or fewer of students will be expelled during the year.

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.

87% of foster and expelled students in grades K-9 will receive instruction in health using the adopted curriculum.

85% of foster youth and expelled students will participate in a physical education program.

65% of foster students in grades 9-12 will participate in athletics or extra-curricular activities.

ACTUAL

95% of foster students are in attendance daily.

We have no expelled students.

We have no expelled students.

95% of foster students demonstrate mastery of academic skills.

All foster youth and expelled students receive instruction in health.

All foster youth and expelled students participate in the required physical education program.

We had no foster youth in grades 9-12 for this school year.

85% of foster and expelled students who need intensive intervention in ELA or mathematics will be enrolled in a qualified intervention program.

All foster youth or expelled students who need intensive intervention are enrolled in a qualified intervention program.

ACTIONS / SERVICES

Action **1**

Actions/Services	<p>PLANNED Professional Learning Community (PLC) activities are scheduled in the school calendar. Certificated staff attends professional development programs/conferences.</p>	<p>ACTUAL The district provides PLC activities monthly.</p>
Expenditures	<p>BUDGETED \$ 2,500 RSDSS Resource 3020</p>	<p>ESTIMATED ACTUAL \$ 6,636 from Resource 3020</p>

Action **2**

Actions/Services	<p>PLANNED Continue to fund instructional aides to work with exceptional need students.</p>	<p>ACTUAL The district continues to fund instructional aides to work with exceptional need students.</p>
Expenditures	<p>BUDGETED \$ 69,000 Federal Resources 3310 & 3320</p>	<p>ESTIMATED ACTUAL \$107,028 Salaries & Benefits for instructional aides in Resources 3310 & 3320, 6500, 7366</p>

ANALYSIS

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	Foster Youth advisory oversees that Foster Youth and expelled students are engage in a rigorous curriculum and acquire the knowledge, critical thinking skills, and characteristics needed for success in college, career, and life.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	We have a very small number of foster youth attending the schools in our county and the one foster family that has been here since the beginning of the school year has requested that we do not label their children as foster youth or provide any special services. They are, however, able to assess all services that are available to all children in the district.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Differences between budgeted and actual expenditures have been minimal.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	Because we are a single district/county, this county goal will be included in the district LCAP in the future. The school administrators will work closely with the teachers to ensure that a rigorous curriculum is being provided to all students in the district/county.

Goal 7

All stakeholders are involved in promoting a district culture where foster youth and expelled students realize success and that success is communicated and celebrated. (SCOE)

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL N/A

ANNUAL MEASURABLE OUTCOMES

EXPECTED

60 stakeholders will attend one of three annual Community Forums to provide input for the LCAP.

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.

ACTUAL

58 stakeholders attended the Community Forums.

The district provided training to the Foster Youth Liaison representative.

ACTIONS / SERVICES

Action

1

Actions/Services

PLANNED

Continue to promote and host Community Forums, maintain County website, contract for telecommunications equipment and services, and provide for communication with stakeholders.

ACTUAL

The district continues to promote and fund the Community Forums, the County website, the contract for telecommunications equipment and services, and promotes communication with stakeholders throughout the year.

Expenditures

BUDGETED

\$120,000
LCFF Base
Resource 0000
Forest Reserves Revenue Unrestricted
Resource 0000

ESTIMATED ACTUAL

\$126,000
Contracted services for web maintenance, web hosting, telecommunications & equipment. Communication with stakeholders.

ANALYSIS

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	Three community forums were held in the spring to present to the stakeholders the new LCAP goals, the state of the schools, and to receive input into improvements that could be made in all schools of the district.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The community forums are well attended for a small community. Because our district/county is so small we have a wonderful opportunity to meet casually with stakeholders at different school functions throughout the year and hear their concerns and/or suggestions to make our schools even better than they are now.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Differences between budgeted and actual expenditures have been minimal.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	Because we are a single district/county, this county goal will be included in the district LCAP in the future. We will continue to hold community forums during the school year to get input from our stakeholders. We also will encourage stakeholders to attend school functions and to feel free to speak with administrators, teachers, and other staff regarding their concerns.

Goal 8

The educational outcomes of foster youth will mirror those of the general student population. (SCOE)

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL __N/A_____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

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.

ACTUAL

The district continues to support foster youth education to decrease the gap between foster youth and general student population.

ACTIONS / SERVICES

Action **1**

Actions/Services	PLANNED For foster youth: Establish policy and data infrastructure necessary to support and monitor educational success.	ACTUAL Policy and data infrastructure for foster youth has been established.
Expenditures	BUDGETED District level liaison and oversight staff. Foster Youth Grant Resource 7366	ESTIMATED ACTUAL \$ 200

ACTIONS / SERVICES

Action **2**

Actions/Services	PLANNED 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% of foster youth.)	ACTUAL The district continues to fund the afterschool tutoring program at schools and the costs for sports and extracurricular programs.
Expenditures	BUDGETED Funds for transportation and priority access to tutoring, enrichment programs, sports and extracurricular activities (for at least 50% of foster youth). Foster Youth Grant Resource 7366	ESTIMATED ACTUAL -0-

ANALYSIS

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

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

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

We are seeing no gap between our foster youth and our general population in educational outcomes at this time.

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

Foster youth school attendance has been excellent, no discipline issues, state testing participation and scores are within the norm of the general population, and grades are good. The afterschool tutoring has been successful for all students. All students are encouraged to participate in sports and extra-curricular activities.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Differences between budgeted and actual expenditures have been minimal.

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

Because we are a single district/county, this county goal will be included in the district LCAP in the future. The district/school administrators will work closely with the teachers to ensure foster youth are getting the same education outcomes as the general student population.

Goal 9

Decreased transfer of foster youth to continuation and other alternative schools and decreased school transfer of foster youth after a change in home placement. (SCOE)

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL __N/A_____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

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.

ACTUAL

District has created policies to reduce foster youth transfers.

ACTIONS / SERVICES

Action

1

Actions/Services

PLANNED
Develop and implement policy ensuring:

- (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.
- (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.
- (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.
- (d) District allocates sufficient funds to meet transportation needs to allow foster youth to remain at school origin.

ACTUAL
The district has developed and implemented these policies.

Expenditures

BUDGETED
District-level liaison and oversight staff.
Funds for transportation when needed to allow foster youth to remain in school of origin.
Foster Youth Grant Resource 7366

ESTIMATED ACTUAL
-0-

ANALYSIS

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	Policies have been put into place to reduce foster youth transfers.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	We have had no foster youth transferred from our comprehensive high school to our continuation high school. Sufficient funds have been allocated in case the need arises for a student to be transported to keep them in their school of origin.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Differences between budgeted and actual expenditures have been minimal.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	Because we are a single district/county, this county goal will be included in the district LCAP in the future. The district/school administrators and the foster youth liaison will work closely with the teachers to ensure that foster youth are not being transferred to our continuation school and that we will ensure that foster youth are allowed to stay at their school of origin if they choose.

Goal 10

Transferring foster youth will be promptly enrolled in the appropriate school and classes and awarded credit for all work completed, including partial credits. (SCOPE)

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL N/A

ANNUAL MEASURABLE OUTCOMES

EXPECTED

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.

ACTUAL

District has created policies regarding promptly enrolling and awarding partial credit to transferring foster youth.

ACTIONS / SERVICES

Action

1

Actions/Services

PLANNED
Develop and implement a policy ensuring:

- (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.
- (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.
- (c) The district's data system collects aggregated data on the issuance/acceptance of partial credits.

ACTUAL

The district has developed and implemented these policies.

Expenditures

BUDGETED
District-level liaison and oversight staff.
Foster Youth Grant Resource 7366

ESTIMATED ACTUAL
-0-

ANALYSIS

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

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

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

Policies have been put into place that will assure that foster youth are promptly enrolled and all applicable credits, including partial credits are awarded.

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

We have had no high school foster youth this year, therefore, no credits have been awarded. The foster youth enrolled were placed promptly into their new school upon arrival.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Differences between budgeted and actual expenditures have been minimal.

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

Because we are a single district/county, this county goal will be included in the district LCAP in the future. The district/school administrators and foster youth liaison will work closely with the teachers to ensure that students are enrolled promptly and that they awarded all credits earned.

Goal 11

Foster youth will receive a comprehensive education assessment and will receive any services or supports needed. (SCOE)

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL __N/A_____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

50% of all foster youth will receive a comprehensive education history and needs assessment and will receive any needed services or supports.

ACTUAL

All foster youth receive a comprehensive education history and needs assessment and receive needed services and/or supports.

ACTIONS / SERVICES

Action **1**

Actions/Services

PLANNED
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.

ACTUAL
The district Foster Youth numbers are so low that counselors are able to meet their needs effectively.

Expenditures

BUDGETED
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.
Foster Youth Grant Resource 7366
Contracted Services

ESTIMATED ACTUAL
-0-

ANALYSIS

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

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

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

Any foster youth that come to our district will immediately 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

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

Foster youth numbers are so low in our district/county that our counselors are able to meet their needs effectively.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Differences between budgeted and actual expenditures have been minimal.

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

Because we are a single district/county, this county goal will be included in the district LCAP in the future. The district/school administrators and foster youth liaison will work closely with the counselors to ensure that students are receiving all educational and trauma needs that may be necessary.

Goal 12

Foster youth will have access to academic and socio-emotional resources and supports on at least an equal basis as other students. (SCOE)

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL __N/A_____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Foster youth will participate in school-site and district level academic support programs (tutoring, after school 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 service, extracurricular activities and sports, etc.) at least at the same participation rate as the general student population.

ACTUAL

All foster youth are given the opportunity to participate in school-site and district level academic support programs.

ACTIONS / SERVICES

Action

1

Actions/Services

PLANNED
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:

- (a) Tutoring & academic enrichment programs
- (b) Summer school/credit recovery
- (c) Academic Counseling
- (d) Positive Behavior Interventions and Supports, Restorative Justice, Social Emotional Learning, Health/Mental Health Services.
- (e) Sports and other extracurricular activities
- (f) Career pathways and linked learning opportunities

ACTUAL
The district Foster Youth numbers are so low it is easy to track participation and progress in all areas.

Expenditures

BUDGETED
District-level liaison and oversight staff; Funds for transportation and priority access to tutoring enrichment programs, sports and extracurricular activities.
Foster Youth Grant Resource 7366

ESTIMATED ACTUAL
-0-

ANALYSIS

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

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

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

After school tutoring is offered to all students in need of academic support. All foster youth are given the opportunity to participate in school-site and district-level support programs.

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

The district Foster Youth numbers are so low it is easy to track participation and progress in all areas.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Differences between budgeted and actual expenditures have been minimal.

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

Because we are a single district/county, this county goal will be included in the district LCAP in the future. The district/school administrators and foster youth liaison will work closely with the teachers to ensure that FY students are enrolled in district-level support programs.

Stakeholder Engagement

LCAP
Year

2017–18 2018–19 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

In May 2017, community forums were held at all three campuses in the district to discuss the state of the schools and our LCAP with excellent community participation. These meetings are very informal and give the superintendent an opportunity to report out on the state of the schools and hear what the community sees as needs for our schools. School Site Councils have good participation from parents, students, and staff. They meet regularly at all three campuses. Being such a small community, we also have many opportunities to visit with parents, students, and community members during local functions throughout the year.

IMPACT ON LCAP AND ANNUAL UPDATE

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

Stakeholders were able to voice their concerns in a friendly atmosphere and also let the administration know what is going well. Input and concern for early out Wednesdays and loss of instructional time was discussed. How the district will address the ongoing budget concerns was also discussed. The stakeholders also brought up their concerns regarding quality staff recruitment and keeping good quality teachers at our schools. Future retirements of teachers were also discussed.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

New Modified Unchanged

Goal 1

All students receive instruction and services to support their intellectual, social, emotional, and physical development.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

Identified Need

After school tutoring program is reviewed and evaluated throughout the year.
Counseling services are reviewed and evaluated.
Discipline issues are reviewed and evaluated.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Number of counseling hours	East side – 6 hours West side – 4 hours	East side – 8 hours West side – 6 hours	East side – 8 hours West side – 6 hours	East side – 8 hours West side – 6 hours
Number of discipline log entries in PowerSchool	467 log entries for 2016/17	Reduce log entries by 10% from baseline	Reduce log entries by 20% from baseline	Reduce log entries by 30% from baseline
Teacher log of students in afterschool tutoring	DES/DHS – averaged 22 students per week LES – averaged 30 students per week	Continue to serve students in the tutoring program.	Continue to serve students in the tutoring program.	Continue to serve students in the tutoring program.

LHS – averaged 3 students
per week

PLANNED ACTIONS / SERVICES

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

Action **1**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Group(s) Schoolwide **OR** Limited to Unduplicated Student

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
District will increase the hours of our Sierra County Mental Health services to better meet the needs of our identified students.	District will maintain or increase as needed the hours of our Sierra County Mental Health services to better meet the needs of our identified students.	District will maintain or increase as needed the hours of our Sierra County Mental Health services to better meet the needs of our identified students.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$ 4,293	Amount: \$ 4,293	Amount: \$ 4,293
Source: IDEA Mental Health Resource 3327	Source: IDEA Mental Health Resource 3327	Source: IDEA Mental Health Resource 3327

Budget Reference

Budget Reference

Budget Reference

Action 2

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

[Students to be Served](#)

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

[Location\(s\)](#)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

[Students to be Served](#)

English Learners Foster Youth Low Income

[Scope of Services](#)

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

[Location\(s\)](#)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Implement a Multi-tiered System of Supports (MTSS) that is data driven throughout the district to address the needs of all students by aligning district initiatives, supports, and resources to improve student outcomes.

2018-19

New Modified Unchanged

Continue the Multi-tiered System of Supports (MTSS) that is data driven throughout the district to address the needs of all students by aligning district initiatives, supports, and resources to improve student outcomes.

2019-20

New Modified Unchanged

Continue the Multi-tiered System of Supports (MTSS) that is data driven throughout the district to address the needs of all students by aligning district initiatives, supports, and resources to improve student outcomes.

BUDGETED EXPENDITURES

2017-18

Amount -0-

Source

2018-19

Amount -0-

Source

2019-20

Amount -0-

Source

Budget Reference

Budget Reference

Budget Reference

Action 3

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

Students to be Served

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

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

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

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Fund credentialed teachers for after school tutoring for all students in grades 1-12 in all core courses.

2018-19

New Modified Unchanged

Fund credentialed teachers for after school tutoring for all students in grades 1-12 in all core courses.

2019-20

New Modified Unchanged

Fund credentialed teachers for after school tutoring for all students in grades 1-12 in all core courses.

BUDGETED EXPENDITURES

2017-18

Amount \$ 87,000

Source Title 1, Resource 3010

Budget

2018-19

Amount \$ 89,000

Source Title 1, Resource 3010

Budget

2019-20

Amount \$ 91,000

Source Title 1, Resource 3010

Budget

Reference



Reference



Reference



New

Modified

Unchanged

Goal 2

All students will engage in a rigorous, standards based curriculum and acquire the knowledge, critical thinking skills, and characteristics needed for success in college, career, and life.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

Identified Need

Curriculum is reviewed yearly to determine if the district is offering the most current state adopted materials that are aligned with the CCSS.

The district reviews the courses that are being offered to determine if the students have a broad course of study available.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Social Science and Science CCSS aligned curriculum are reviewed	ELA and Math curriculum have been adopted	Science curriculum will be reviewed.	Science curriculum will be adopted and Social Science curriculum will be reviewed.	Social Science curriculum will be adopted.
State testing ELA	45% of students met or exceeded standards	50% of students will meet or exceed standards	55% of students will meet or exceed standards	60% of students will meet or exceed standards.
State testing Math	42% of students met or exceeded standards	47% of students will meet or exceed standards	52% of students will meet or exceed standards	57% of students will meet or exceed standards

PLANNED ACTIONS / SERVICES

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

Action **1**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Group(s) Schoolwide **OR** Limited to Unduplicated Student

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Textbook adoption committee will be formed to review Science curriculum.	Science curriculum will be adopted and implemented.	Science curriculum will continue to be implemented.

BUDGETED EXPENDITURES

2017-18	LCFF Base, Unrestricted Supplemental	2019-20
Amount	LCFF Base, Unrestricted Supplemental	Amount
	Amount	\$ 1,000
Source	LCFF Base, Unrestricted Supplemental	Source
	Source	LCFF Base, Unrestricted Supplemental
Budget Reference	Budget Reference	Budget Reference

Action **2**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Available Social Science curriculum will be reviewed.	Textbook adoption committee will be formed to review Social Science curriculum.	Social Science curriculum will be adopted and implemented.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$ 36,000	Amount: \$ 40,000	Amount: \$ 40,000
Source: LCFF Base, Unrestricted Supplemental	Source: LCFF Base, Unrestricted Supplemental	Source: LCFF Base, Unrestricted Supplemental
Budget Reference: _____	Budget Reference: _____	Budget Reference: _____

Action **3**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Increase ELA test results by 5% over baseline	Increase ELA test results by 10% over baseline	Increase ELA test results by 15% over baseline

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$ 2,000	Amount: \$ 3,000	Amount: \$ 4,000
Source: LCFF Base, Unrestricted	Source: LCFF Base, Unrestricted	Source: LCFF Base, Unrestricted
Budget Reference: _____	Budget Reference: _____	Budget Reference: _____

Action **4**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Increase Math test results by 5% over baseline	Increase Math test results by 10% over baseline	Increase Math test results by 15% over baseline

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$ 10,000	Amount: \$ 12,500	Amount: \$ 15,000
Source: LCFF Base, Unrestricted Supplemental	Source: LCFF Base, Unrestricted Supplemental	Source: LCFF Base, Unrestricted Supplemental
Budget Reference: _____	Budget Reference: _____	Budget Reference: _____

New

Modified

Unchanged

Goal 3

All staff will engage in professional development opportunities that enhance their knowledge of subject matter frameworks and standards, as well as deepening their skill-set in current instructional delivery.

[State and/or Local Priorities Addressed by this goal:](#)

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

[Identified Need](#)

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Records indicating how many staff attend professional development	50% of staff has engaged in professional opportunities.	75% of staff will engage in professional development.	85% of staff will engage in professional development	95% of staff will engage in professional development.

PLANNED ACTIONS / SERVICES

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

Action **1**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
District will fund professional development	District will continue to fund professional development.	District will continue to fund professional development.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$ 14,404	Amount: \$ 14,404	Amount: \$ 14,404
Source: Title 2, Resource 4035	Source: Title 2, Resource 4035	Source: Title 2, Resource 4035
Budget Reference:	Budget Reference:	Budget Reference:

New

Modified

Unchanged

Goal 4

All schools and facilities are accessible, safe, and healthy places for students, staff, and community; and all classrooms are designed and furnished for optimal learning.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

Identified Need

Each year administrators review facilities to make sure they are maintained at a sufficient level to provide for clean and safe facilities. This review needs to be completed each year. Classrooms are reviewed to insure that they are adequately equipped with furnishings and technology to support student learning.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Review of budget	District has a plan for facility contingencies.	Evidence indicates there is a plan in the district budget for facility contingencies.	Evidence indicates there is a plan in the district budget for facility contingencies.	Evidence indicates there is a plan in the district budget for facility contingencies.
Facility Inspection Tool	LHS – fair or better in all areas except external LES – fair or better in all areas except systems and external SELPA – all areas good except structural Portables – all fair or better DES – all fair or better	LHS, LES, SELPA, – all areas will receive fair or better rating. Portables, DES, DHS will continue to maintain or improve their fair or better rating.	All sites will receive a rating of fair or better. Portables, DES, DHS will continue to maintain or improve their fair or better rating.	All sites will receive a rating of fair or better. Portables, DES, DHS will continue to maintain or improve their fair or better rating.

	DHS – all fair or better			
Superintendent/site administrators review of classroom needs	LES classrooms updated furniture such as chairs, tables, easels, bookshelves, and new dividers to be used by all classrooms when needed. DES/DHS also purchased new tables and chairs for classrooms.	Continue deferred maintenance schedule as planned.	Continue deferred maintenance schedule as planned.	Continue deferred maintenance schedule as planned.

PLANNED ACTIONS / SERVICES

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

Action **1**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
District will continue to perform an annual inspection of facilities through the Facilities Inspection Tool. All schools will receive a rating of fair or better in all areas.	District will continue to perform an annual inspection of facilities through the Facilities Inspection Tool. All schools will receive a rating of fair or better in all areas.	District will continue to perform an annual inspection of facilities through the Facilities Inspection Tool. All schools will receive a rating of fair or better in all areas.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: -0-	Amount: -0-	Amount: -0-
Source:	Source:	Source:
Budget:	Budget:	Budget:

Reference

Reference

Reference

Action 2

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

Students to be Served

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

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

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

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

District will continue to review classrooms for need of furniture and technology needs.

2018-19

New Modified Unchanged

District will continue to review classrooms for need of furniture and technology needs.

2019-20

New Modified Unchanged

District will continue to review classrooms for need of furniture and technology needs.

BUDGETED EXPENDITURES

2017-18

Amount \$156,000

Source LCFF Base and Non-Prop 20 Lottery Resource 1100

Budget Reference

2018-19

Amount \$156,000

Source LCFF Base and Non-Prop 20 Lottery Resource 1100

Budget Reference

2019-20

Amount \$156,000

Source LCFF Base and Non-Prop 20 Lottery Resource 1100

Budget Reference

New

Modified

Unchanged

Goal 5

Foster youth and expelled students receive instruction and services to support their intellectual, social emotional, and physical development. (SCOE)

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

Identified Need

District reviews each year if any students were expelled and if they are receiving appropriate educational pathways.

District will review each year if any foster youth were enrolled and that they are receiving appropriate placement and services.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Enrollment records	We have no expelled students.	District will continue to review expelled students and services offered.	District will continue to review expelled students and services offered.	District will continue to review expelled students and services offered.
Enrollment records	Only 2 foster youth enrolled at this time	District will continue to review that appropriate services are being offered to foster youth	District will continue to review that appropriate services are being offered to foster youth	District will continue to review that appropriate services are being offered to foster youth
# of foster parents in county	No TIPS-MAPP (Trauma Informed Partnering for Safety and Permanence-	Provide TIPS-MAPP training	Evaluate results of training & continue foster parent certification	Evaluate results of training & continue foster parent certification

Model Approach To
Partnerships in Parenting)
completed this year.

PLANNED ACTIONS / SERVICES

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

Action **1**

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

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

OR

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

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

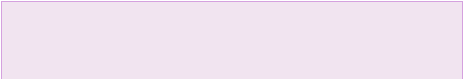
ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
District will continue to provide a foster youth liaison to monitor services.	District will continue to provide a foster youth liaison to monitor services.	District will continue to provide a foster youth liaison to monitor services.

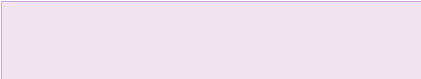
BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	\$ 6,200	\$ 6,300	\$ 6,500
Source	Foster Youth, Unrestricted General Fund	Foster Youth, Unrestricted General Fund	Foster Youth, Unrestricted General Fund

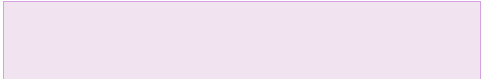
Budget
Reference



Budget
Reference



Budget
Reference



Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

2017–18 2018–19 2019–20

Estimated Supplemental and Concentration Grant Funds:

\$

Percentage to Increase or Improve Services:

2.5 %

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

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

Sierra-Plumas Joint Unified School District/Sierra County Office of Education 2016-17 reported an unduplicated student count of 159, determined using the rolling average calculation. The District used the funding provided through the Local Control Funding Formula along with significant funding from the general fund and other sources to provide for the district's major goals of providing all students in Grades K-12 with academic instruction and practice in English Language Arts and Mathematics to enable all students to achieve academic success in all core areas and to leave our schools as high school graduates with transition plans for productive futures. A major focus of our funding has been to provide students with the support they need to gain the skills in elementary school to be able to access the more rigorous core areas in high school. This is accomplished in a major way through funding professional development for staff, hiring an intervention instructor to work closely with teachers and students, and providing paraprofessionals to support struggling learners. Funding is also provided to ensure that schools are inviting, safe places for students to learn. Other major school goals include efforts to cultivate programs and activities that support student physical, social, and emotional growth and development. While we have few English Learners and even fewer foster youth, these groups are supported directly and immediately through the use of paraprofessionals, research based intervention programs, and classroom instruction that is designed to meet the varying needs of students. Because of the small school sizes we enjoy in our district, programs we design for our unduplicated student population are often available to the general student population. Students who may not qualify as Title I students but who need support, find that they are able to be included in support programs because of the small population. English Learners and Foster Youth are welcomed and frequently joined by other students who also benefit from the support they are provided. In high schools, major efforts are given to providing intervention, remediation, and enrichment courses even when only a small number of students need or desire the courses. Response to Intervention occurs quickly and students do not maintain poor attendance or poor academic achievement without notice. This has allowed our schools to enjoy high graduation and low truancy rates. Our efforts at developing school culture have resulted in no expulsions for several years and a very low suspension rate.

Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

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

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

Plan Summary

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

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

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

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

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

Budget Summary

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

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

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

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

Stakeholder Engagement

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

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

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

Expected Annual Measurable Outcomes

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

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement

priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

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

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

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

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

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
 - b. Mathematics – CCSS for Mathematics
 - c. English Language Development (ELD)
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

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

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

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

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

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

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

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

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

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

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

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

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

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

Local Priorities address:

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

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

(b) "Middle School dropout rate" shall be calculated as set forth in 5 *CCR* Section 1039.1.

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

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

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

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?