Introduction:

LEA: Sierra County Office of Education   **Contact:** Merrill M. Grant, Ed.D., Superintendent, mgrant@spjusd.org, (530) 993-1660   **LCAP Year: 2015-2016**

Sierra County Office of Education Executive Summary

Sierra County Office of Education serves the students of the Sierra-Plumas Joint Unified School District and is one of a small group of single-district County programs in the State of California. Sierra County Office of Education serves the schools in a rural part of California representing a large geographical area. Occasionally our student population includes students who are Sierra County students; however, this has not been the case for the past several years. At this time, there are no Sierra County students enrolled in grades K-12. Sierra County continues to provide support in the form of services and special programs for students enrolled in Sierra-Plumas Joint Unified School District. Because of the small population of our County, much of our stakeholder input arrives through face-to-face communication with students, parents, teachers, staff, and other stakeholders. The Superintendent works on a regular basis in the four schools that do not have a full-time administrator and visits the remaining site on a regular basis. Interaction with stakeholders is frequent but usually informal. It is not unusual for the Superintendent to be personally acquainted with a wide variety of stakeholders who influence administrative planning and decisions. In addition to having no students enrolled in Sierra County Office of Education and receiving no Local Control Funding Formula funding, there have been no expulsions in our district for the past four years. There are currently 14 foster students enrolled in District schools that are supported through Sierra County services. This is a significant increase in foster students compared to last year's enrollment primarily due to an increase in kinship placements and foster family providers within our county. Foster students are enrolled at both elementary schools and both comprehensive high schools. There are no foster students enrolled in our continuation or alternative programs at this time. Because there are no students enrolled in Sierra County, this plan only addresses the requirements of state priorities 9 and 10.

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

Parental involvement: efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
An extensive review of documents written with wide stakeholder involvement including Single Plans for Student Achievement, WASC Reports and annual updates, Local Education Accountability Plans, Strategic Plans, Board Goals, and the results of the most recent California Healthy Kids Survey (CHKS) provided the basis for our original LCAP goals and actions. In addition, three Community Forums, one in Downieville, one at Loyalton Elementary, and one at Loyalton High School, were held to provide opportunities for public feedback. The Community Forums were widely attended by members of the local bargaining units including the current officer team. In addition, parents, teachers, classified staff members, and students were present at each of the meetings. Because of our small population, we have opportunities to meet with stakeholders throughout the year informally at school and community events. We have stakeholders representing both sides of our county who regularly attend monthly board meetings. These stakeholders include certificated and classified staff, parents, students, school administrators, and members/officers of the bargaining unit. School Site Councils are active and represent a cross section of our student population; secondary-level councils include student representatives. Other required members of Site Councils include teachers, parents, and classified staff. Efforts are made to include representation of student subgroups within Site Council membership. Meetings with foster parents allow for continued input from this subgroup. Meetings with our Resource Specialist and SELPA Manager provided feedback regarding services to students with disabilities. A public hearing on our proposed LCAP was held at the May 12, 2015, Sierra County Office of Education Board Meeting. Because there are no students enrolled in Sierra County, no Parent Advisory Committee was formed and only state priorities 9 and 10 are addressed in this plan.	Personal contact with our foster parents confirmed that current enrollment procedures for parents bringing foster children to our schools are adequate and that students and parents feel welcomed and that students are able to quickly gain access to classrooms and services. Although we have not had any expulsions in recent years, discussions regarding the potential need for alternative placements for middle school students have led to recognition of the need for an alternative program that would be appropriate for students who are too young for a traditional continuation school. Site Council input continues to impact our LCAP goals through their approval of the Single Plans for Student Achievement. Coordination of services for foster youth between juvenile courts, child welfare agencies, and other public schools has not been an issue because we are all well acquainted with each other and have continuous, close communication as needed. Our schools are part of a system that is in place to maximize sharing of information needed to serve the educational needs of foster youth and to minimize changes in school placement. Again, because there is no student enrollment in Sierra County a Parent Advisory Committee was not formed and only state priorities 9 and 10 have been addressed in this plan.

Stakeholders receive meaningful data through involvement in district committees, by request, or through media resources and are provided with multiple means of formal and informal communication with the county personnel who work on the annual LCAP revisions and updates.	
Annual Update: Given additional time to prepare for the LCAP, a more focused effort was made to gain wider community/county input from a larger stakeholder group. The Superintendent has extended his involvement in a variety of city and county organizations expanding his availability to the public and welcoming input from a wider county population than in previous years. This effort resulted in more coordinated feedback and support for Sierra County Office of Education. At the end of last year, teachers and members of the bargaining unit requested more information regarding Child Welfare and Protective Services. This resulted in a district-wide workshop conducted by Sierra County Health and Human Services at one of our professional development days this year. Having both groups meet together has allowed the members of these groups to more seamlessly meet the needs of students in our schools, including foster youth and students who could move into expulsion status without support. Sierra County Health and Human Services provides three members on the School Attendance Review Board (SARB) to provide for ongoing discussions of meeting student needs as they arise. Administrators at each school site maintain a working relationship with the juvenile court system and law enforcement through participation on monthly SARB meetings. The primary goal is to coordinate services for district students to allow them to achieve their academic potential.	**Annual Update:** The Sierra County Office of Education provides training to school staff and school secretaries to allow for foster children to receive services as needed, to enroll quickly into a broad course of study, and to receive other services provided by the County as needed to succeed. Services include special education referrals or support, speech therapy, or counseling. There is a coordination of services throughout the county including child welfare, the juvenile court system, probation, and the schools to provide for foster youth and to support students to avoid expulsions.

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

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

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

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

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

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

Goal: Describe the goal:

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

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

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

Schools: Identify the school sites to which the goal applies. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

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

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

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

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

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

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

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

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

Guiding Questions:

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

13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL:	Goal 1: Foster and expelled students receive instruction and services to support their intellectual, social, emotional, and physical development.	Related State and/or Local Priorities: 1 2 3 4 5 6 7 8 COE only: 9☒ 10☒ Local: Specify
Identified Need:	Expelled students need to have alternate pathways and services available. Foster youth need coordination of services between schools, schools and local agencies serving foster youth, and schools and the court system. School registrars need adequate training to comply with enrollment of foster youth at their schools. Schools need to identify and train an instructional aide as an academic mentor/coach to check regularly with foster students regarding their academic progress.	
Goal Applies to:	Schools: All	
	Applicable Pupil Subgroups: Foster youth and expelled students	
	LCAP Year 1: 2015-16	
Expected Annual Measurable Outcomes:	95% of expelled students will meet their academic needs through alternative pathways. 95% of foster parents will indicate that foster youth are being served appropriately. 90% of school registrars will be trained to meet enrollment and withdrawal requirements of foster youth including efficient expeditious transfer of health and education records and the health and education passport. 90% of school administrators will work closely with school secretaries to ensure that requests from the juvenile court and/or county child welfare agencies for information regarding delivery and coordination of educational services for foster youth be quickly and efficiently communicated between agencies. 80% of schools will have identified and trained an instructional aide to serve as an academic mentor/coach to foster students.	

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to support Visual and Performing Arts (VAPA) in all schools. Provide matching funds for *Artists in the Schools* Grant provided through Sierra County Arts Council. Grant funds are used at all school sites except Sierra Pass Continuation High School.	All	☒ ALL in comprehensive school programs OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$ 5,000 Forest Reserve
Continue to support Career Technical Education in grades 7-12 through employment of Construction/ Woodshop teacher and Career Specialist and by funding supplies for greenhouses and construction classes.	DJSHS LHS	☒ ALL in grades 7-12 OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$ 55,000 LCFF(EPA)
Continue to expand Career Technical Education opportunities and pathways by expanding use of greenhouses and garden programs to K-12 Science, health, and sustainable agriculture projects.	All	☒ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$ 6,000 LCFF(EPA)
Continue to have Foster Youth Service Coordinator handle annual staff training and establish a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.	All	__ALL OR: __Low Income pupils __English Learners ☒Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	2,000 LCFF
Provide certificated and classified staff for students with Individualized Education Programs (IEPs), provide a School Psychologist for all students as needed, and provide contracted services as needed for students with IEPs.	All	☒ ALL, as needed OR: __Low Income pupils __English Learners __Foster Youth ___Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$591,000 Fed. And State Spec Ed, LCFF

	LCAP Year 2: 2016-17
Expected Annual Measurable Outcomes:	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.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to support Visual and Performing Arts (VAPA) in all schools. Provide matching funds for *Artists in the Schools* Grant provided through Sierra County Arts Council. Grant funds are used at all school sites except Sierra Pass Continuation High School.	All	☒ ALL in comprehensive school programs OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$ 5,000 Forest Reserve
Continue to support Career Technical Education in grades 7-12 through employment of Construction/ Woodshop teacher and Career Specialist and by funding supplies for greenhouses and construction classes.	DJSHS LHS	☒ ALL in grades 7-12 OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$57,000 LCFF
Continue to expand Career Technical Education opportunities and pathways by expanding use of greenhouses and garden programs to K-12 Science, health, and sustainable agriculture projects.	All	☒ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$ 7,000 LCFF

Continue to have Foster Youth Service Coordinator handle annual staff training and maintain a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.	All	__ALL OR: __Low Income pupils __English Learners ⊠Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	2,000 LCFF
Provide certificated and classified staff for students with Individualized Education Programs (IEPs), provide a School Psychologist for all students as needed, and provide contracted services as needed for students with IEPs.	All	⊠ ALL, as needed OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$664,000 Fed. And State Spec Ed, LCFF

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	97% of expelled students will meet their academic needs through alternative pathways. 97% of foster parents will indicate that foster youth are being served appropriately. 94% of school registrars will be trained to meet enrollment and withdrawal requirements of foster youth including efficient expeditious transfer of health and education records and the health and education passport. 94% of school administrators will work closely with school secretaries to ensure that requests from the juvenile court and/or county child welfare agencies for information regarding delivery and coordination of educational services for foster youth be quickly and efficiently communicated between agencies. 90% of schools will have identified and trained an instructional aide to serve as an academic mentor/coach to foster students.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to support Visual and Performing Arts (VAPA) in all schools. Provide matching funds for *Artists in the Schools* Grant provided through Sierra County Arts Council. Grant funds are used at all school sites except Sierra Pass Continuation High School.	All	⊠ ALL in comprehensive school programs OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$ 5,000 Forest Reserves

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.	All	☒ ALL in grades 7-12 OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$59,000 LCFF
Continue to expand Career Technical Education opportunities and pathways by expanding use of greenhouses and garden programs to K-12 Science, health, and sustainable agriculture projects.	All	☒ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$ 7,000 LCFF
Continue to have Foster Youth Service Coordinator handle annual staff training and maintain a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.	Foster Youth	__ALL OR: __Low Income pupils __English Learners ☒Foster Youth ___Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$2,000 LCFF
Provide certificated and classified staff for students with Individualized Education Programs (IEPs), provide a School Psychologist for all students as needed, and provide contracted services as needed for students with IEPs.	All	☒ ALL, as needed OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$678,000 Fed. And State Spec Ed, LCFF

GOAL:	Goal 2: Foster and expelled students engage in a rigorous curriculum and acquire the knowledge, critical thinking skills, and characteristics needed for success in college, career, and life.	Related State and/or Local Priorities: 1 2 3 4 5 6 7 8 COE only: 9☒ 10☒ Local: Specify
Identified Need:	Foster and expelled students who need intensive intervention in ELA or mathematics need access to instruction using adopted intervention curriculum. Foster and expelled students need to participate in a physical education program that promotes strength and conditioning, is age-appropriate, and meets California Education Code guidelines for physical education programs. Foster youth need to receive funding for participation in advanced placement courses, athletics, and extra-curricular activities. Foster and expelled students in Kindergarten through Grade 9 need instruction in health that is aligned with the State Standards and County-adopted health curriculum.	

Goal Applies to:	Schools: All
	Applicable Pupil Subgroups: All, including foster youth and expelled students

	LCAP Year 1: 2015-16
Expected Annual Measurable Outcomes:	85% or more of foster students will be in attendance daily, averaged over the year. 85% or more of expelled students will make adequate progress toward graduation in alternative settings. 5% 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. 85% of foster and expelled students in grades K-9 will receive instruction in health using the adopted curriculum. 80% of foster youth and expelled students will participate in a physical education program. 60% of foster students in grades 9-12 will participate in athletics or extra-curricular activities. 80% of foster and expelled students who need intensive intervention in ELA or mathematics will be enrolled in a qualified intervention program.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Professional Learning Community (PLC) activities are scheduled in the school calendar. Certificated staff attend professional development programs/conferences.	All	__ ALL OR: __Low Income pupils __English Learners ☒ Foster Youth __Redesignated fluent English proficient ☒ Other Subgroups: Expelled students	$ 2,500 RSDSS
Continue to fund instructional aides to work with exceptional need students.	All	☒ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$ 68,000 Federal/ State Special Ed
LCAP Year 2: 2016-17			

Expected Annual Measurable Outcomes:	87% or more of foster students will be in attendance daily, averaged 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.
	96% of foster students will demonstrate mastery of the academic skills needed for promotion to the next grade level at the end of the year.
	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.
	85% of foster and expelled students who need intensive intervention in ELA or mathematics will be enrolled in a qualified intervention program.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Professional Learning Community (PLC) activities are scheduled in the school calendar. Certificated staff will attend professional development programs/conferences.	All	__ ALL OR: __Low Income pupils __English Learners ☒ Foster Youth __Redesignated fluent English proficient ☒ Other Subgroups: Expelled students	$ 2,500 RSDSS
Continue to fund instructional aides to work with exceptional need students.	All	☒ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$ 69,000 Federal/ State Special Ed

	LCAP Year 3: 2017-18
Expected Annual Measurable Outcomes:	90% or more of foster students will be in attendance daily, averaged over the year. 90% or more of expelled students will make adequate progress toward graduation in alternative settings. 3% or fewer of students will be expelled during the year. 97% of foster students will demonstrate mastery of the academic skills needed for promotion to the next grade level at the end of the year. 90% of foster and expelled students in grades K-9 will receive instruction in health using the adopted curriculum. 90% of foster youth and expelled students will participate in a physical education program. 70% of foster students in grades 9-12 will participate in athletics or extra-curricular activities. 90% of foster and expelled students who need intensive intervention in ELA or mathematics will be enrolled in a qualified intervention program.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Professional Learning Community (PLC) activities are scheduled in the school calendar. Certificated staff will attend professional development programs/conferences.	All	__ ALL OR: __Low Income pupils __English Learners ⊠ Foster Youth __Redesignated fluent English proficient ⊠ Other Subgroups: Expelled students	$ 2,500 RSDSS
Continue to fund instructional aides to work with exceptional need students.	All	⊠ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$ 77,000 Federal/ State Special Ed

GOAL:	Goal 3: All stakeholders are involved in promoting a district culture where foster youth and expelled students realize success and that success is communicated and celebrated.	Related State and/or Local Priorities: 1 2 3 4 5 6 7 8 COE only: 9⊠ 10⊠ Local: Specify

Identified Need:	Broad stakeholder representation is needed when planning, writing, and editing the LCAP. Stakeholders need to be actively involved in the school improvement process and in promotion of the schools. The foster youth coordinator needs to gather available resources to support the county child welfare agency in any way that will minimize changes in school placement of foster youth. County staff need to be trained each year in California Education Code related to foster youth and expelled students to ensure that coordinated services are provided.

Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	Foster youth and expelled students

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	50 stakeholders will attend one of three annual Community Forums to provide input for the LCAP. 95% of County staff will receive training related to coordinated services for foster youth and expelled students and will gain information and tools to minimize changes in school placement of foster youth.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to promote and host Community Forums, maintain County website, contract for telecommunications equipment and services, and provide for communication with stakeholders.	All	☒ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$ 120,000 LCFF, Forest Reserves

LCAP Year 2: 2016-17	
Expected Annual Measurable Outcomes:	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.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to promote and host Community Forums, maintain County website, contract for telecommunications equipment and services, and provide for communication with stakeholders.	All	☒ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$ 120,000 LCFF, Forest Reserves

LCAP Year 3: 2017-18	
Expected Annual Measurable Outcomes:	70 stakeholders will attend one of three annual Community Forums to provide input for the LCAP. 97% of County staff will receive training related to coordinated services for foster youth and expelled students and will gain information and tools to minimize changes in school placement of foster youth.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to promote and host Community Forums, maintain County website, contract for telecommunications equipment and services, and provide for communication with stakeholders.	All	☒ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$ 120,000 LCFF, Forest Reserves

Annual Update

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

Guiding Questions:

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

Original GOAL from prior year LCAP:	Goal 1: All students receive instruction and services to support their intellectual, social, emotional, and physical development.		Related State and/or Local Priorities: 1 2 3 4 5 6 7 8 COE only: 9☒ 10☒ Local: Specify
Goal Applies to:	Schools: All		
	Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	80% of teachers are fully credentialed for any core subject they teach and have certification to teach English Learners. 20% of courses have adopted instructional materials and textbooks and updated course outlines to meet the California Common Core State Standards. 90% of expelled students meet their academic needs through alternative pathways. 100% of foster parents indicated that foster youth are being served appropriately. 100% of students in annual audit of IEPs are receiving appropriate services.	Actual Annual Measurable Outcomes:	100% of teachers are fully credentialed for any core subject they teach and all teachers have certification to teach English Learners. 20% of courses have adopted instructional materials and textbooks and updated course outlines to meet the CCCSS. We have no expelled students. 100% of foster parents indicated that foster youth are being served appropriately. 100% of students in annual audit of IEPs are receiving appropriate services.

LCAP Year: 2014-15				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures			Estimated Actual Annual Expenditures
Continue to support Visual and Performing Arts (VAPA) in all schools. Provide matching funds for *Sierra Schools Foundation* Grant. Grant funds are used at all school sites except Sierra Pass Continuation High School.	$ 14,000		Continued to support Visual and Performing Arts (VAPA) in all schools. Provided matching funds for *Artists in the Schools* Grant provided through Sierra County Arts Council. Contributed to purchase of equipment and supplies for arts to assist with *Sierra Schools Foundation* arts grants.	No Fiscal Year Expenditures
Scope of service:	All in comprehensive schools		Scope of service: All in comprehensive schools	
☒ ALL			☒ ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Continue to support Independent Study Program and Sierra Pass Continuation High School as alternative pathways available to all students by providing an administrator to oversee the programs.	$ 12,000		Continued to support Independent Study Program and Sierra Pass Continuation High School as alternative pathways available to all students by providing an administrator to oversee the programs.	$ 22,000 LCFF
Scope of service:	All in alternative programs		Scope of service: All in alternative programs	
☒ ALL			☒ ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

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.	$ 57,000	Continued 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.	$ 57,000 LCFF (EPA)

	All in grades 7-12	Scope of service:	All in grades 7-12
☒ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		☒ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

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.	$ 5,116	Continued to expand Career Technical Education opportunities by expanding use of greenhouses and garden programs to include K-12 science, health, and sustainable agriculture projects.	$ 5,400 LCFF (EPA)
Scope of service:	All	Scope of service:	All
☒ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		☒ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

Continue to have Foster Youth Service Coordinator handle annual staff training.	No Bugdet	Continued to have Foster Youth Service Coordinator handle annual staff training.	No Expenditures
Scope of service:	For staff to all foster youth	Scope of service:	For staff to all foster youth
__Low Income pupils __English Learners ☒Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		__Low Income pupils __English Learners ☒Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

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.	$595,000	Provided certificated and classified staff for students with Individualized Education Programs (IEPs), provided a School Psychologist for all students as needed, and contracted for other services as needed for students with IEPs.	$540,000 Federal/State Special Ed
Scope of service: All		Scope of service: All	
☒ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		☒ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	There may be administrative changes for the alternative education programs due to changes in administrative staffing. These will be reflected in the LCAP as soon as decisions are made. There may also be changes in CTE and VAPA programs due to availability of teachers to staff the programs. The goals are still viable and meet stakeholder input and expectations.

Original GOAL from prior year LCAP:	All students engage in a rigorous curriculum and acquire the knowledge, critical thinking skills, and characteristics needed for success in college, career, and life.	Related State and/or Local Priorities: 1 2 3 4 5 6 7 8 COE only: 9☒ 10☒ Local: Specify

Goal Applies to:	Schools: All
	Applicable Pupil Subgroups: All

Expected Annual Measurable Outcomes:	50% of schools meet their AYP goals. 80% or more of students are in attendance daily, averaged over the year. 5% or fewer of students are expelled during the year.	Actual Annual Measurable Outcomes:	AYP was not published for our schools due to size. Average daily attendance through the last reporting month is above 90% for 2014-2015. There have been no expulsions in the district this year.

	55% of our students who participate in California's Physical Fitness Testing are within the *Healthy Fitness Zone* range in at least five of six areas.		54.5% of grades 5, 7, and 9 students scored within the *Healthy Fitness Zone* in five of six areas in spring of 2014.
	90% of K-8 students demonstrate mastery of the academic skills needed for promotion to the next grade level at the end of the year.		Over 95% of K-8 students demonstrate mastery of the academic skills needed for promotion to the next grade level at the end of the year.
	80% of English Learners in our county are reclassified Fluent English Proficient within five years of initial enrollment.		Less than 1% of our current Language Learners were reclassified within five years of initial enrollment. 60% of current ELs have been reclassified but not within the five year period.
	80% of students in intensive intervention in ELA and/or mathematics achieve grade level competency within two years.		We need one more year to report this because we have not kept records to determine this metric in past years and it depends upon a two-year period.
	100% of county employees participate in county-wide professional development activities.		100% of county employees participated in county-wide professional development activities.

LCAP Year: 2014-15				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures			Estimated Actual Annual Expenditures
Professional Learning Community (PLC) activities are scheduled in the school calendar. Certificated staff will attend professional development programs/conferences.	$ 2,500		Professional Learning Community (PLC) activities were scheduled in the school calendar. Certificated staff who attended professional development programs or conferences were compensated for their extra time.	$ 6,000 RSDSS
Scope of service: All			Scope of service: All	
⊠ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			⊠ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Continue to fund instructional aides to work with students who need academic support.	$ 90,000		Funded instructional aides at all school sites and preschool to work with exceptional need students.	$ 109,000 State Special Ed Funds
Scope of service: All			Scope of service: All	
⊠ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			⊠ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Consider training a staff member to serve as the PE lead teacher for the County	No Budget		Considered training a staff member to serve as the PE lead teacher, but decided not to pursue.	No Expenditures
Scope of service: All			Scope of service: All	

☒ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		☒ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Ensure that the adopted health curriculum is being delivered to students K-9.	No Budget	Encouraged teachers to deliver health curriculum to all K-9 students.	No Expenditures
Scope of service:	All K-9 students	Scope of service:	All K-9 students	
☒ ALL K-9 students OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		☒ ALL K-9 students OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Consider contracting for the services of a credentialed nurse.	$ 6,000	Considered contracting for a credentialed nurse, but were able to cover needs with support from Sierra County Health Department Nurses.	No Expenditures
Scope of service:	All	Scope of service:	All	
☒ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		☒ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	We are eliminating the consideration of a lead PE teacher because we do not have a PE credentialed employee who is able to fill this position for our County or District. When students require adaptive PE, a contracted employee is hired to provide those services. We no longer have an imminent need for a school nurse because current staff has been trained to conduct annual health screenings, school secretaries have been trained in maintaining health			

records, and the Sierra County Health Department staff is providing support when needed. Changes in staffing may change the amount spent for intervention education.

Because our schools are too small to receive AYP annual reports and because some of the metrics are no longer available, we will be looking carefully at how to determine if we are meeting our goals in the upcoming years.

Our original Language Learner metric was far from our experience. We have had numerous turnovers in our EL aide positions and in our EL coordination. There has been no direction regarding annual reviews of EL testing and achievement data to determine when students are ready to be redesignated English Fluent Proficient. This has been further compounded by the lack of state standardized testing data to support reclassification decisions. This metric will be changed to address this situation. Because we have few English Learners and those enrolled have performed at, near, or above our general student population in testing and academic performance, this situation has not been critical enough to demand our attention. It is more of an issue of not reclassifying students in a timely manner than an indication of their lack of academic growth.

Original GOAL from prior year LCAP:	All stakeholders are involved in promoting a district culture where student success is realized, communicated, and celebrated.	Related State and/or Local Priorities: 1 2 3 4 5 6 7 8 COE only: 9☒ 10☒ Local: Specify

Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	All

Expected Annual Measurable Outcomes:	75% of significant subgroups are represented on the District Advisory Committee membership roll. Four District Advisory Committee meetings and monthly Sierra County Board of Trustee meetings are clearly indicated on the SCOE calendar posted on the SCOE website. 25% of parents return the annual school climate survey.	Actual Annual Measurable Outcomes:	When considering foster youth, English Learners, and students with IEPs, all were represented at the District Advisory Committee. Monthly Sierra County Board of Trustee meetings were clearly posted on the calendar on the County website. One District Advisory Committee meeting was also posted and held.

			Because support personnel is limited and parents are able to access County administrators, this survey was not administered.
	70% of students return the annual school climate survey.		
			Because support personnel is limited and students are able to access County administrators, this survey was not administered.
	30 stakeholders participate in the annual LCAP Read, Review, and Recommend Community Forum.		
			More than 40 stakeholders participated in one of the Community Forum meetings held throughout the County.
	80% of foster parents participate in the annual telephone survey.		Because there are so few foster parents in our County (two families), their input was collected for this year when they enrolled their foster children in school.
	85% of County staff receive training related to foster youth services.		100% of school secretaries were trained related to enrolling foster youth in their schools.

<table>
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Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
Continue to promote and host District Advisory Committee meeting(s), promote and host Community Forums, maintain County website, contract for telecommunications equipment and services, and purchase supplies for communication with stakeholders.		$ 5,200	Promoted and hosted School Site Council meetings, promoted and hosted Community Forums, maintained County website, contracted for telecommunication equipment for all calls, maintained distance learning equipment and services, and purchased supplies for communication with stakeholders	$ 120,000 Forest Reserves, Lottery
Scope of service:	All		Scope of service: All	
⊠ ALL			⊠ ALL	
OR:			OR:	

__Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		__Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Provide funding for student awards.	$ 1,200	Student awards and programs were funded by the District.	No Expenditures
Scope of service: All		**Scope of service:** All	
☒ ALL		☒ ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Because we have determined that there are limited personnel to conduct parent and student surveys and that we have good communication with parents and students on a regular basis, we do not plan to conduct annual surveys. At Community Forums, stakeholders expressed that they consider current meetings and informal communication sufficient. The Sierra County Board of Trustees will annually appoint a Parent Advisory Committee to provide input for and to review the LCAP. Training for staff on meeting needs of foster children and foster families has provided for their needs and desires. Again, informal communication with the small number of foster families has been reliable and timely.		

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

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

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

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide

manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	$ None

Sierra County has no students. Sierra County funds are used to support students enrolled in Sierra-Plumas Joint Unified School District. Sierra County Office of Education ensures that all foster youth and expelled students benefit from a coordination of services to meet their needs.

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

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

--	%

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

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

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

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

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

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

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

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

  (2) The total number of cohort members.

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

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

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

(2) The total number of cohort members.

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

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

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

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

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

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

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

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

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

01-13-15 [California Department of Education]