Introduction:

LEA: Sierra-Plumas Joint Unified School Distric**t**   **Contact:** Merrill M. Grant, Ed.D., Superintendent, mgrant@spjusd.org, (530) 993-1660   **LCAP Year:** 2015-16

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. Teachers, classified staff, principals, and members of the bargaining unit were widely represented at these forums in addition to parents and students. Officers of the bargaining unit were present at the forums to allow for broad representation of the bargaining unit members. 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. Stakeholders at the board meetings regularly include certificated and classified staff, parents, administrators, and bargaining unit officers. Students also	Resource Specialists employed by our County continue to agree that LCAP goals are addressing the needs of students who have been identified with disabilities. Because of their input we continue to address the goal that all students, including those with disabilities, be placed in the least restrictive learning environment and the broadest course of study available to them while still meeting their learning needs. Although we have not had any expulsions in recent years, discussions regarding the potential need for alternative placements for middle school students have led to recognition of the need for an alternative program that would be appropriate for students who are too young for a traditional continuation school. Site Council input continues to impact our LCAP goals through their approval of the Single Plans for Student Achievement. New classroom furniture was purchased this year at the recommendation of the

frequently attend board meetings as guests or to make presentations to the school board related to school activities. School Site Councils are active and represent a cross section of our student population; secondary-level councils include student representatives. Other required representatives on School Site Councils are certificated and classified staff, principals/administrators, and parents. Comments and input received at the Community Forums were recorded by the superintendent's assistant and made available for review as the LCAP was being prepared.

A public hearing on our proposed LCAP was held at the May 12, 2015, Sierra County Office of Education Board Meeting. As this plan is updated and revised, stakeholder involvement will be sought and focused at various levels and in multiple communities served by the Sierra County Office of Education. A Parent Advisory Committee was formed to review this year's LCAP and provide feedback. This Parent Advisory Committee met with the Superintendent on June 8 and provided valuable insight and input for this and future plans.

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. | students and teachers on the Site Councils. The district has stated that they will continue to provide 21st Century learning environments. Recommendations from Site Councils also continue to support the district's goal to provide one-to-one computing for Grades 2-12 in 2015-16. School grounds and facilities remain on the priority lists at Site Council meetings and Community Forums, so the district continues to work on maintaining schools that reflect the positive school culture we enjoy in our small district.

The newly formed Parent Advisory Committee noted that there is a need for qualified tutors for the high school after school tutoring programs. We are going to investigate hiring qualified students to provide tutoring in high level math and science classes. |
| **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 population than in previous years. This effort resulted in more coordinated feedback and support for our local public schools. Now that a Parent Advisory Committee has been formed to comply with EC Section 52063, this group met this spring and will meet several times during the year to review data and provide focused input for the LCAP. | **Annual Update:**
Spending is focused on support for previous goals and an expansion of priorities noted by stakeholder groups such as one-to-one technology for grades 2-12, continued funding for updated facilities and classroom furnishings, PLC time spent in professional development related to the English Language Development state standards, increased participation in funding athletic transportation, and increased budgeting for student field trips. |

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: 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
Identified Need:	All teachers need to be appropriately assigned and fully credentialed for any core subject they are teaching and need to be qualified to have English Learners in their classrooms.	
	All students need access to standards-aligned instructional materials, and all courses need to be aligned to state standards and be reviewed annually, updated as needed, and adopted by the local governing board.	
	All students need a broad course of study available to them, need to be placed in the least restrictive learning environment, and need multiple pathways to meet their academic needs.	
	All administrators need to meet annually after the completion of CELDT testing with the testing coordinator to review CELDT test scores, progress, and possible redesignation.	
	All students with exceptional needs need to be provided appropriate programs and services in the least restrictive environment.	
	All schools need to embrace the value of extra- and co-curricular activities to provide for further intellectual, social, emotional, and physical development of students.	
Goal Applies to:	Schools: All	
	Applicable Pupil Subgroups: All	

	LCAP Year 1: 2015-16
Expected Annual Measurable Outcomes:	90% of teachers will be fully credentialed for any core subject they are teaching and will have certification to teach English Learners. 40% of courses will have adopted instructional materials, textbooks, and course outlines to meet the California Common Core State Standards. 90% of K-8 students will be placed in broad courses of study. 90% of 9-12 students will make adequate progress towards graduation. 90% of 9-12 students with exceptional needs will make adequate progress towards graduation. 65% of students in grades 9-12 with exceptional needs will participate in at least one extra- or co-curricular activity during the academic year. 65% of students in grades 9-12 will participate in at least one extra- or co-curricular activity during the academic year. 80% of English Learners will demonstrate improvement on their CELDT test and show progress toward redesignation. 80% of English Learners will be redesignated Fluent English Proficient within eight years of enrollment. 25% of graduates will complete a Career Technical Pathway prior to graduation.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Development of a five-year textbook adoption plan proposed by Sierra-Plumas Teachers' Association and approved by the School Board.	All	☒ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	--
Purchase of textbooks and instructional materials and development of updated course outlines to align with CCCSS in accordance with the five-year adoption plan.	All	☒ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$ 44,000 LCFF, Nonprop Lottery

Fund a Title I Teacher to provide services to all students at Loyalton Elementary School who need support in core academic areas.	LES	__ ALL OR: ☒ Low Income pupils ☒ English Learners ☒ Foster Youth ☒ Redesignated fluent English proficient ☒ Other Subgroups:(Specify)_ All, as time/space permit.	$ 78,000 Title I
Fund Title I instructional aides at each school site in the district to provide support for students in core academic subjects.	All	__ ALL OR: ☒ Low Income pupils ☒ English Learners ☒ Foster Youth ☒ Redesignated fluent English proficient ☒ Other Subgroups:(Specify)_ All, as time/space permit.	$ 50,000 Title I
Fund English Language Learner instructional aides to provide support in core academic subjects and language acquisition.	All	__ALL OR: __Low Income pupils ☒ English Learners __Foster Youth ☒ Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$ 36,000 LCFF
Provide Career Technical Education courses for students in grades 7-12 and fund extended summer contract for Agriculture teacher.	DJSHS LHS	☒ ALL in grades 7-12. OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups⊗Specify)_____	$ 65,000 Agriculture & Perkins Grants LCFF
Support co- and extra-curricular activities, such athletics and field trips.	All	☒ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$ 73,000 LCFF Lottery
Fund an Art Specialist to work in grades K-6.	LES	☒ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$ 15,000 LCFF

Consider hiring a credentialed PE teacher to serve all students.	All	☒ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No Expenditures
Fund instructors, course materials, and supplies for continuation high school.	Sierra Pass	__ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: 10-12 Students in alternative education	$ 76,000 LCFF
Fund instructors, course materials, online resources, and supplies for Independent Study Program (ISP).	All	__ ALL OR: __Low Income pupils __English Learners __Foster Youth __ Redesignated fluent English proficient __Other Subgroups:(Specify) Students desiring ISP	$ 70,000 LCFF
LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	92% of teachers will be fully credentialed for any core subject they are teaching and will have certification to teach English Learners. 60% of courses will have adopted instructional materials, textbooks, and course outlines to meet the California Common Core State Standards. 92% of K-8 students will be placed in broad courses of study. 92% of 9-12 students will make adequate progress towards graduation. 92% of 9-12 students with exceptional needs will make adequate progress towards graduation. 70% of students in grades 9-12 with exceptional needs will participate in at least one extra- or co-curricular activity during the academic year. 70% of students in grades 9-12 will participate in at least one extra- or co-curricular activity during the academic year. 85% of English Learners will demonstrate improvement on their CELDT test and show progress toward redesignation.		

	85% of English Learners will be redesignated Fluent English Proficient within eight years of enrollment.			
	30% of graduates will complete a Career Technical Pathway prior to graduation.			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service		Budgeted Expenditures
Development of a five-year textbook adoption plan proposed by Sierra-Plumas Teachers' Association and approved by the School Board.	All	☒ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____		No Expenditures
Purchase of textbooks and instructional materials and development of updated course outlines to align with CCCSS in accordance with the five-year adoption plan.	All	☒ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		$ 100,000 LCFF, Nonprop Lottery
Fund a Title I Teacher to provide services to all students at Loyalton Elementary School who need support in core academic areas.	LES	__ ALL OR: ☒ Low Income pupils ☒ English Learners ☒ Foster Youth ☒ Redesignated fluent English proficient ☒ Other Subgroups:(Specify)_ All, as time/space permit.		$ 79,000 Title I
Fund Title I instructional aides at each school site in the district to provide support for students in core academic subjects.	All	__ ALL OR: ☒ Low Income pupils ☒ English Learners ☒ Foster Youth ☒ Redesignated fluent English proficient ☒ Other Subgroups:(Specify)_ All, as time/space permit.		$ 50,000 Title I
Fund English Language Learner instructional aides to provide support in core academic subjects and language acquisition.	All	__ALL OR: __Low Income pupils ☒ English Learners __Foster Youth ☒ Redesignated fluent English proficient __Other Subgroups:(Specify)_____		$ 37,000 LCFF

Provide Career Technical Education courses for students in grades 7-12 and fund extended summer contract for Agriculture teacher.	All	☒ ALL in grades 7-12. OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: Specify)_____	$ 69,000 Agriculture & Perkins Grants LCFF
Support co- and extra-curricular activities, such as athletics and field trips.	All	☒ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$ 73,000 LCFF Lottery
Fund an Art Specialist to work in grades K-6.	LES	☒ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$ 15,000 LCFF
Consider hiring a credentialed PE teacher to serve all students.	All	☒ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No Expenditures
Fund instructors, course materials, and supplies for continuation high school.	Sierra Pass	☒ ALL Grades 10-12 students in alternative education OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient Other Subgroups:(Specify)	$ 77,000 LCFF
Fund instructors, course materials, online resources, and supplies for Independent Study Program.	All	☒ ALL students desiring an Independent Study Program OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient Other Subgroups:(Specify)	$ 70,000 LCFF

LCAP Year 3: 2017-18	
Expected Annual Measurable Outcomes:	94% of teachers will be fully credentialed for any core subject they are teaching and will have certification to teach English Learners.
	80% of courses will have adopted instructional materials, textbooks, and course outlines to meet the California Common Core State Standards.
	94% of K-8 students will be placed in broad courses of study.
	94% of 9-12 students will make adequate progress towards graduation.
	94% of 9-12 students with exceptional needs will make adequate progress towards graduation.
	75% of students in grades 9-12 with exceptional needs will participate in at least one extra- or co-curricular activity during the academic year.
	75% of students in grades 9-12 will participate in at least one extra- or co-curricular activity during the academic year.
	90% of English Learners will demonstrate improvement on their CELDT test and show progress toward redesignation.
	90% of English Learners will be redesignated Fluent English Proficient within eight years of enrollment.
	32% of graduates will complete a Career Technical Pathway prior to graduation.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Development of a five-year textbook adoption plan proposed by Sierra-Plumas Teachers' Association and approved by the School Board.	All	☒ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)	No Expenditures
Purchase of textbooks and instructional materials and development of updated course outlines to align with CCCSS in accordance with the five-year adoption plan.	All	☒ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)	$ 77,000 LCFF Nonprop Lottery

Fund a Title I Teacher to provide services to all students at Loyalton Elementary School who need support in core academic areas.	LES	__ ALL OR: ☒ Low Income pupils ☒ English Learners ☒ Foster Youth ☒ Redesignated fluent English proficient ☒ Other Subgroups:(Specify)_ All, as time/space permit.	$ 81,000 Title I
Fund Title I instructional aides at each school site in the district to provide support for students in core academic subjects.	All	__ ALL OR: ☒ Low Income pupils ☒ English Learners ☒ Foster Youth ☒ Redesignated fluent English proficient ☒ Other Subgroups:(Specify)_ All, as time/space permit.	$ 50,000 Title I
Fund English Language Learner instructional aides to provide support in core academic subjects and language acquisition.	All	__ALL OR: __Low Income pupils ☒ English Learners __Foster Youth ☒ Redesignated fluent English proficient __Other Subgroups:(Specify)	$ 37,500 LCFF
Provide Career Technical Education courses for students in grades 7-12 and fund extended summer contract for Agriculture teacher.	All	☒ ALL in grades 7-12. OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups⊗Specify)	$ 71,000 Agriculture & Perkins Grants LCFF
Support co- and extra-curricular activities, such as athletics and field trips.	All	☒ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)	$ 79,000 LCFF Lottery
Fund an Art Specialist to work in grades K-6.	LES	☒ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$ 15,000 LCFF

Consider hiring a credentialed PE teacher to serve all students.	All	☒ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No Expenditures
Fund instructors, course materials, and supplies for continuation high school.	Sierra Pass	☒ ALL Grades 10-12 students in alternative education OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient Other Subgroups:(Specify)	$ 79,000 LCFF
Fund instructors, course materials, online resources, and supplies for Independent Study Program.	All	☒ ALL students desiring an Independent Study Program OR: __Low Income pupils __English Learners __Foster Youth ___Redesignated fluent English proficient Other Subgroups:(Specify)	$ 70,000 LCFF

GOAL:	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.	Related State and/or Local Priorities: 1 2 3 4☒ 5☒ 6☒ 7 8☒ COE only: 9 10 Local: Specify

Identified Need:	All administrators, teachers, and staff need to recognize their participation in student success, understand the power of collaboration, and value professional development.
	All students need to participate in universal screening and local benchmark assessment; students who need intensive intervention in ELA or mathematics will be provided instruction using adopted intervention programs.
	All students need to be provided multiple pathways to achieve academic success including independent study, alternative education, college readiness, and career technical pathways.
	All students need to be present daily and/or fully participating in their educational program.
	All students in grades 3-12 need to have opportunities to participate in extra- and co-curricular activities.

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

LCAP Year 1: 2015-16	
Expected Annual Measurable Outcomes:	90% of school staff will submit a professional development plan on or before September 30.
	90% of eligible students will participate in the California Assessment of Student Performance and Progress (CAASPP) testing.
	40% of graduates will meet the a-g UC/CSU entrance requirements.
	30% of students who take the Advanced Placement exams will score a 3 or higher.
	50% of sophomores will score proficient or advanced on the CAHSEE.
	30% of juniors will be recognized as "college ready" or "conditionally college ready" on the EAP exams in ELA or mathematics.
	90% of the 9-12 class cohort will graduate from high school.
	85% of students will be in attendance daily, averaged over the year.
	Fewer than 10% of students will be classified as *chronic absentees* during the year.
	Fewer than 5% of middle school level students will be classified as *drop outs* during the year.
	Fewer than 5% of high school students will be classified as *drop outs* during the year.
	Fewer than 7.5% of students will be suspended in the year.
	Fewer than 3% of students will be expelled in the year.
	60% of students who participate in California's Physical Fitness Test will score within the *Healthy Fitness Zone* in at least five of the six areas.
	95% of K-8 students will 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 be reclassified Fluent English Proficient within eight years of initial enrollment.
	70% of grade 9-12 students will participate in at least one extra- or co-curricular activity.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Fund professional development activities for local programs, NCLB compliance requirements, and travel and conference to remote professional development locations.	All	☒ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$ 10,500 Title II Ag Incentive
Fund assessment program including ELA and math interim assessments and physical fitness testing.	All	☒ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$ 2,000 LCFF
Provide sections for remedial and enrichment courses in the high schools (7-12) class schedules.	DJSHS LHS	☒ ALL grades 7-12 OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$ 175,000 LCFF
Fund an Academic Adviser for 9-12 students to assist them in meeting academic needs according to their future plans.	LHS	☒ ALL 9-12 students OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$ 14,000 LCFF
Fund intensive intervention instruction for students in grades K-12 ELA and mathematics.	All	☒ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$ 96,000 LCFF

	LCAP Year 2: 2016-17
Expected Annual Measurable Outcomes:	92% of school staff will submit a professional development plan on or before September 30.
	92% of eligible students will participate in the California Assessment of Student Performance and Progress (CAASPP) testing.
	42% of graduates will meet the a-g UC/CSU entrance requirements.
	32% of students who take the Advanced Placement exams will score a 3 or higher.
	51% of sophomores will score proficient or advanced on the CAHSEE.
	32% of juniors will be recognized as "college ready" or "conditionally college ready" on the EAP exams in ELA or mathematics.
	92% of the 9-12 class cohort will graduate from high school.
	86% of students will be in attendance daily, averaged over the year.
	Fewer than 8% 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 students will be classified as *drop outs* during the year.
	Fewer than 5% of students will be suspended in the year.
	Fewer than 2% of students will be expelled in the year.
	62% of students who participate in California's Physical Fitness Test will score within the *Healthy Fitness Zone* in at least five of the six areas.
	96% of K-8 students will demonstrate mastery of the academic skills needed for promotion to the next grade level at the end of the year.
	91% of English Learners will be reclassified Fluent English Proficient within eight years of initial enrollment.
	71% of grade 9-12 students will participate in at least one extra- or co-curricular activity.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Fund professional development activities for local program, NCLB compliance requirements, and travel and conference to remote professional development locations.	All	☒ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$ 8,000 Title II Ag Incentive
Fund assessment program including ELA and math interim assessments and physical fitness testing.	All	☒ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$ 2,000 LCFF
Provide sections for remedial and enrichment courses in the high schools (7-12) class schedules.	DJSHS LHS	☒ ALL grades 7-12 OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$ 175,000 LCFF
Fund an Academic Adviser for 9-12 students to assist them in meeting academic needs according to their future plans.	LHS	☒ ALL 9-12 students OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$ 14,000 LCFF
Fund intensive intervention instruction for students in grades K-12 ELA and mathematics.	All	☒ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$ 96,000 LCFF

	LCAP Year 3: 2017-18
Expected Annual Measurable Outcomes:	94% of school staff will submit a professional development plan on or before September 30.
	94% of eligible students will participate in the California Assessment of Student Performance and Progress (CAASPP) testing.
	42% of graduates will meet the a-g UC/CSU entrance requirements.
	33% of students who take the Advanced Placement exams will score a 3 or higher.
	52% of sophomores will score proficient or advanced on the CAHSEE.
	33% of juniors will be recognized as "college ready" or "conditionally college ready" on the EAP exams in ELA or mathematics.
	93% of the 9-12 class cohort will graduate from high school.
	87% of students will be in attendance daily, averaged over the year.
	Fewer than 6% of students will be classified as *chronic absentees* during the year.
	Fewer than 3% of middle school level students will be classified as *drop outs* during the year.
	Fewer than 3% of high school students will be classified as *drop outs* during the year.
	Fewer than 4% of students will be suspended in the year.
	Fewer than 1% of students will be expelled in the year.
	63% of students who participate in California's Physical Fitness Test will score within the *Healthy Fitness Zone* in at least five of the six areas.
	97% of K-8 students will demonstrate mastery of the academic skills needed for promotion to the next grade level at the end of the year.
	92% of English Learners will be reclassified Fluent English Proficient within eight years of initial enrollment.
	72% of grade 9-12 students will participate in at least one extra- or co-curricular activity.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Fund professional development activities for local program, NCLB and Common Core compliance requirements, and travel and conference to remote professional development locations.	All	☒ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$ 8,000 Title II Ag Incentive
Fund assessment program including ELA and math interim assessments and physical fitness testing.	All	☒ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$ 2,000 LCFF
Provide sections for remedial and enrichment courses in the high schools (7-12) class schedules.	DJSHS LHS	☒ ALL grades 7-12 OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$ 180,000 LCFF
Fund an Academic Adviser for 9-12 students to assist them in meeting academic needs according to their future plans.	LHS	☒ ALL 9-12 students OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$ 14,000 LCFF
Fund intensive intervention instruction for students in grades K-12 ELA and mathematics.	All	☒ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$ 98,000 LCFF

GOAL:	Goal 3: All stakeholders are engaged 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
Identified Need:	School Site Councils need to be formed and operate in accordance to best practices for School Site Councils. Sierra-Plumas Joint Unified School District (SPJUSD) Board meetings need to be regularly scheduled, communicated, and offered via remote transmission to each school community to provide for broad stakeholder participation. Individualized Education Program (IEP) meetings need to be scheduled in advanced to provide for inclusion of administrators, teachers, parents, and students in planning programs for students with exceptional needs. Parent and student surveys need to be administered as a means of receiving broad stakeholder input on SPJUSD programs and services.	

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

LCAP Year 1: 2015-16		
Expected Annual Measurable Outcomes:	75% of subgroups will be represented on the School Site Councils. 50% of parents will return the annual School Climate Survey. 80% of students will return the annual School Climate Survey. There will be parent participation of children with exceptional needs, English Learners, and foster youth on the Parent Advisory Committee. 50 stakeholders will participate in at least one of the Community Forums.	

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Fund administration of student/parent school climate and other parent engagement surveys through the school sites. Publicize results. Schedule Community Forums to discuss outcome of surveys and to prioritize and gather input for future LCAPs. Explore ways to support School Site Council membership.	All	☒ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$ 750 LCFF Title I

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	80% of subgroups will be represented on the School Site Councils.
	55% of parents will return the annual School Climate Survey.
	85% of students will return the annual School Climate Survey.
	There will be parent participation of children with exceptional needs, English Learners, and foster youth on the Parent Advisory Committee.
	60 stakeholders will participate in the Community Forums.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Fund administration of student/parent school climate and other parent engagement surveys through the school sites. Publicize results. Schedule Community Forums to discuss outcome of surveys and to prioritize and gather input for future LCAPs. Explore ways to support School Site Council membership.	All	☒ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$ 750 LCFF Title I

LCAP Year 3: 2017-18				
Expected Annual Measurable Outcomes:	85% of subgroups will be represented on the School Site Councils. 60% of parents will return the annual School Climate Survey. 90% of students will return the annual School Climate Survey. There will be parent participation of children with exceptional needs, English Learners, and foster youth on the Parent Advisory Committee. 70 stakeholders will participate in the Community Forums.			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Fund administration of student/parent school climate and other parent engagement surveys through the school sites. Publicize results. Schedule Community Forums to discuss outcome of surveys and to prioritize and gather input for future LCAPs. Explore ways to support School Site Council membership.		All	☒ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$ 750 LCFF Title I
GOAL:	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.			Related State and/or Local Priorities: 1☒ 2 3 4 5 6☒ 7 8 COE only: 9 10 Local: Specify
Identified Need:	Students need to feel emotionally and physical safe at school. Maintenance and custodial staff need to be maintained at a sufficient level to provide for clean and safe facilities and need to be supervised and organized to optimize facility and grounds upkeep. Classrooms need to be attractive and must have adequate storage, furnishings, and technology to support student learning.			
Goal Applies to:	Schools: All			
	Applicable Pupil Subgroups: All			

LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	60% of students will report they feel "very safe" at school based on data from the California Healthy Kids Survey (CHKS). 4% or fewer students will have been suspended or expelled because of a physically violent act. 75% of parents and students who return School Climate Surveys will report overall positive responses. 85% of schools will score Good or Exemplary on the annual Facilities Inspection Tool (FIT).		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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.	All	☒ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$ 780,000 LCFF
Fund training for students and staff in programs that promote school climate and student safety.	All	☒ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$ 5,000 LCFF
Develop a three- to five-year facility plan to address major repairs and maintenance projects.	All	☒ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No Expenditures
Develop a plan to replace classroom furnishings and technology on a regular basis and budget accordingly.	All	☒ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No Expenditures

LCAP Year 2: 2016-17				
Expected Annual Measurable Outcomes:	65% of students will report they feel "very safe" at school based on data from the California Healthy Kids Survey (CHKS). 3% or fewer students will have been suspended or expelled because of a physically violent act. 80% of parents and students who return School Climate Surveys will report overall positive responses. 90% of schools will score Good or Exemplary on the annual Facilities Inspection Tool (FIT).			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service		Budgeted Expenditures
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.	All	☒ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		$ 725,000 LCFF
Fund training for students and staff in programs that promote school climate and student safety.	All	☒ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		$ 5,000 LCFF
Develop a three- to five-year facility plan to address major repairs and maintenance projects.	All	☒ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		No Expenditures
Develop a plan to replace classroom furnishings and technology on a regular basis and budget accordingly.	All	☒ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		No Expenditures

LCAP Year 3: 2017-18				
Expected Annual Measurable Outcomes:	70% of students will report they feel "very safe" at school based on data from the California Healthy Kids Survey (CHKS).			
	2% or fewer students will have been suspended or expelled because of a physically violent act.			
	85% of parents and students who return School Climate Surveys will report overall positive responses.			
	95% of schools will score Good or Exemplary on the annual Facilities Inspection Tool (FIT).			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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.		All	☒ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$ 740,000 LCFF
Fund training for students and staff in programs that promote school climate and student safety.		All	☒ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$ 5,000 LCFF
Develop a three- to five-year facility plan to address major repairs and maintenance projects.		All	☒ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups⊗Specify)_____	No Expenditures
Develop a plan to replace classroom furnishings and technology on a regular basis and budget accordingly.		All	☒ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups⊗Specify)_____	No Expenditures

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 are teaching and have certification to teach English Learners. 20% 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. 60% of students in grades 9-12 participate in at least one extra- or co-curricular activity during the academic year. 50% of 7-12 schools in the district hold an annual School Science Fair. 20% of graduates complete a Career Technical Pathway prior to graduation.	Actual Annual Measurable Outcomes:	Over 90% of teachers are fully credentialed for any core subject they are teaching and have certification to teach English Learners. We are in the adoption process for grades 7-12 common core aligned mathematics curriculum for implementation in the fall of 2015. 100% of K-8 students are placed in broad courses of study. 96% of 9-12 students are making adequate progress towards graduation. More than 60% of students in grades 9-12 participated in at least one extra- or co-curricular activity during the academic year. 50% of 7-12 schools participated in science fairs. 100% of K-6 schools held science fairs. More than 20% of 2015 graduates completed a Career Technical Pathway prior to graduation.

LCAP Year: 2014-15

Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
Development of a five-year textbook adoption plan proposed by Sierra-Plumas Teachers' Association (SPTA) and approved by the SPJUSD Board.		$ 2,000	SPTA has not met to propose an adoption plan. Instead the 7-12 math teachers met to select new common-core aligned textbooks and materials for purchase in July and implementation in the fall of 2015. These are currently awaiting approval and adoption.		--
Scope of service:	All		Scope of service:	DJSHS, LHS, Sierra Pass	

☒ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups☺Specify)_____		☒ ALL grades 7-12 students OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups☺Specify)_____		
Purchase of textbooks and instructional materials and development of updated course outlines to align with CCCSS in accordance with the five-year adoption plan.	$ 86,000	We are in the process of completing a math textbook adoption for 2015-16 for grades 7-12.		$ 45,000 LCFF Non-prop Lottery
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)_____		
Fund a Title I teacher to provide services to all students at Loyalton Elementary School who need support in core academic areas.	$ 15,000	Funded a .6 FTE Title I teacher who provided services to all students at Loyalton Elementary School who needed support in core academic areas.		$ 35,000 Title I
Scope of service:	LES	Scope of service:	LES	
__ ALL OR: ☒ Low Income pupils __English Learners ☒ Foster Youth __Redesignated fluent English proficient ☒ Other Subgroups:(Specify) All, as time/space allows.		__ ALL OR: ☒ Low Income pupils __English Learners ☒ Foster Youth __Redesignated fluent English proficient ☒ Other Subgroups:(Specify) All, as time/space allows.		

Fund Title I instructional aides at each school site in the district to provide support for students in core academic subjects.	$ 40,000	Funded Title I instructional aides at each school site in the district to provide support for students in core academic subjects.	$ 50,000 Title I
Scope of service: All __ ALL OR: ☒ Low Income pupils __English Learners ☒ Foster Youth __Redesignated fluent English proficient ☒ Other Subgroups:(Specify) All, as time/space allows.		**Scope of service:** All __ ALL OR: ☒ Low Income pupils __English Learners ☒ Foster Youth __Redesignated fluent English proficient ☒ Other Subgroups:(Specify) All, as time/space allows.	
Fund English Learner aides to provide support in core academic subjects and language acquisition.	$ 25,000	Funded English Learner aides to provide support in core academic subjects and language acquisition.	$ 17,000 LCFF
Scope of service: All __ALL OR: __Low Income pupils ☒English Learners __Foster Youth ☒ Redesignated fluent English proficient __Other Subgroups:(Specify)_____		**Scope of service:** All __ALL OR: __Low Income pupils ☒English Learners __Foster Youth ☒ Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Provide Career Technical Education courses for students in grades 7-12 and fund extended summer contract for Agriculture teacher.	$ 55,000	Provided Career Technical Education courses for students in grades 7-12 and funded extended summer contract for Agriculture teacher.	$ 66,000 LCFF, Perkins Ag Incentive
Scope of service: DJSHS and LHS ☒ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		**Scope of service:** DJSHS and LHS ☒ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

Support co- and extra-curricular activities.	$ 72,000	Supported co- and extra-curricular activities.	$ 42,000 LCFF
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)_____	
Fund a partial FTE teacher for Visual and Performing Arts (VAPA) instruction in grades 7-12.	$ 30,000	Funded a partial FTE teacher for VAPA instruction in grades 7-12.	$ 30,000 LCFF
Scope of service: LHS		Scope of service: LHS	
☒ 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)_____	
Fund Art Specialist to work in grades K-6.	$ 15,000	Funded Art Specialist to work in grades K-6.	$ 15,000 LCFF
Scope of service: LES		Scope of service: LES	
☒ 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 hiring a credentialed PE instructor to serve all students.	No Expenditures	This was considered, but not put into action during this school year.	No Expenditures
Scope of service: All ☒ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		**Scope of service:** All ☒ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Fund instructors, course materials, and supplies for Sierra Pass Continuation High School and an on-line Independent Study Program.	$ 145,000	Funded instructors, course materials, and supplies for Sierra Pass Continuation High School and an on-line Independent Study Program.	$ 125,000 LCFF
Scope of service: All ☒ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		**Scope of service:** All ☒ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Fund a Curriculum Coordinator to oversee development of updated course outlines and adoption of textbooks and instructional materials to align courses with CCCSS.	No Expenditures	This position was provided by Sierra County Office of Education.	No Expenditures
Scope of service: All ☒ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		**Scope of service:** All ☒ 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 going to continue to look for direction from SPTA regarding an adoption plan and seek teachers who are willing to accept the stipend for leading textbook adoptions. Because of changes in district administration, it is unlikely that there will be a Curriculum Coordinator position in 2014-16 and that these responsibilities will have to be absorbed by current staff. More time might be provided for the Title I teacher to provide services to LES students in 2015-17 because of staffing changes. We continue to seek ways to expand our Career Technical Education pathways and course offerings. The district has committed to increasing contributions toward athletic travel district wide to meet the increasing costs of athletic programs. Funding has also increased to provide for curricular field trips.

Original GOAL from prior year 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.	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:	School calendar that has minimum days designated for professional collaboration. 80% of school staff submit a professional development plan to their site administrator on or before September 30. 50% of schools meet their AYP. 100% of schools administer local benchmark testing in core subject areas at least three times during the year. 80% of students in intensive intervention programs achieve grade level within two years of entering the intervention program. 35% of graduates meet the a-g UC/CSU entrance requirements.	Actual Annual Measurable Outcomes:	The school calendar has minimum days designated for professional collaboration. Staff was not asked to submit professional development plans this year, but participated by site in developing topics for this year's PLCs. AYP data was not available this year due to our small school size. 100% of schools administered benchmark tests in ELA and mathematics this year through the district-purchased tests. This is our first year of tracking movement out of intensive intervention programs. One more year is needed to judge this metric. Over 40% of 2015 graduates meet the a-g UC/CSU entrance requirements.

25% of students who take the Advanced Placement exams score a 3 or higher.		Over 40% of students who took an AP exam in 2014 scored a 3 or higher.
40% of sophomores score proficient or advanced on the CAHSEE.		Over 40% of this year's sophomores testing in February scored proficient or advanced on the CAHSEE.
25% of juniors are recognized as "college ready" or "conditionally college ready" on the EAP exams in ELA or mathematics.		Our 2014 ELA EAP essays were not scored because a return issue; over 40% of our juniors were "college ready" or "conditionally college ready" in math.
80% of 9-12 class cohort graduate from high school.		Over 80% of our 2015 9-12 class cohort will graduate.
80% of students are in attendance daily, average.		Over 80% of students are in attendance daily.
Fewer than 10% of students are suspended in the year.		Fewer than 5% of students were suspended so far in 2014-2015.
Less than 1% of students are expelled in the year.		There were no expulsions in the district during the 2014-15 year
55% of students who participate in California's Physical Fitness Test are within the *Healthy Fitness Zone.*		60% 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.
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 are being recommended for promotion at the end of the current school year.
90% of English Learners are reclassified Fluent English Proficient within five years of initial enrollment.		Less than 1% of our English Learners were reclassified within five years of initial enrollment.
90% of graduates who are Agriculture Completers receive their State FFA Degree.		80% of this year's Ag Completers received their State FFA degree.

	25% of graduates have completed a Career Technical Pathway. 60% of students participate in at least one extra- or co-curricular activity.		Over 25% of graduates have completed a Career Technical Pathway. Over 60% of students in grades 9-12 participated in at least one extra- or co-curricular activity in 2014-15.

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Fund professional development activities for local program, NCLB compliance requirements, and travel and conference to remote professional development locations.	$ 30,600	Funded professional development for staff.	$ 5,000 Ag Incentive Title II
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)_____	
Fund the development and scoring of a district wide writing assessment to be administered at least three times a year.	$ 10,000	Funded the purchase of on-line tests for ELA and mathematics. Funded the purchase of math readiness tests created by the UC system to determine readiness for next level of math instruction.	$ 10,000 REAP LCFF
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)_____	

Provide sections for remedial and enrichment courses in the high schools (7-12) class schedule.	$ 175,000	Provided sections CAHSEE Prep, Advanced Placement, and enrichment courses in high schools.	$ 175,000 LCFF
Scope of service: DJSHS, LHS		Scope of service: DJSHS, LHS	
☒ 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)_____	
Fund testing programs for core subject areas and education.	No Expenditures	This was noted above with benchmark testing. Physical Fitness testing has minimal cost.	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)_____	
Fund an Academic Adviser for 9-12 students to assist them in meeting academic needs according to their future plans.	$ 14,000	Funded an Academic Adviser for 9-12 students.	$ 14,000 LCFF
Scope of service: LHS		Scope of service: LHS	
☒ 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)_____	

Fund intensive intervention instruction for students in grades K-12 ELA and mathematics.	$ 95,000	Funded intensive intervention instruction for students in Grades K-12 ELA and mathematics.	$ 95,000 LCFF
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 anticipate additional professional development to be needed as we continue adopting common core aligned textbooks and materials and as courses continue to be revised to meet the more rigorous college entrance and career preparation standards. We are hopeful that the CAASPP interim assessments will provide accurate feedback for those grade levels that are not testing so that other benchmarks will no longer be necessary. We are no longer relying on AYP to provide a measure since our student population has dropped below the reporting level. The metric used to rate the time that should be given to redesignating English Learners was not appropriate for our past practices or for standard redesignation rates. Because of turnover in our English Learner staffing, there has been no standard practice for reviewing annual language test scores or academic progress to determine if a student meets standards for redesignation to Fluent English Proficient. Also, a more likely redesignation length of time is between seven to nine years instead of the original metric of five. Our future goals have been adjusted to reflect redesignation within eight years. The recommendation is being made that administration schedule and hold an annual meeting after CELDT testing is completed in the fall to review EL students to assess for redesignation. In addition, we have added a metric to show annual progress of English Learners on the CELDT.		

<table>
<tr>
<td>Original GOAL from prior year LCAP:</td>
<td>Goal 3: All stakeholders are engaged in promoting a district culture where student success is realized, communicated, and celebrated.</td>
<td>Related State and/or Local Priorities:
1 2 3☒ 4☒ 5 6☒ 7 8
COE only: 9 10
Local: Specify</td>
</tr>
<tr>
<td rowspan="2">Goal Applies to:</td>
<td colspan="2">Schools: All</td>
</tr>
<tr>
<td colspan="2">Applicable Pupil Subgroups: All</td>
</tr>
<tr>
<td>Expected Annual Measurable Outcomes:</td>
<td>50% of subgroups are represented on the District Advisory Committee (DAC).

Four DAC meetings and monthly SPJUSD Board of Trustees meetings are clearly indicated on the SPJUSD calendar and posted on the Sierra County Office of Education website.

25% of parents return the annual School Climate Survey.

70% of students return the annual School Climate Survey.

30 stakeholders participate in the annual LCAP Read, Review, and Recommend Community Forums.</td>
<td>Actual Annual Measurable Outcomes:</td>
<td>Instead of maintaining the DAC, more emphasis was placed this year on building School Site Councils to represent student subgroups at each site and to provide major input on content in the Single Plans for Student Achievement. Over 50% of subgroups were represented on the School Site Councils.

DAC meetings and monthly SPJUSD Board meetings are posted on the calendar and on the SCOE website.

We did not administer the parent School Climate Survey this year.

We did not administer the student School Climate Survey this year.

Over 30 stakeholders participated in the annual LCAP Community Forums this year.</td>
</tr>
</table>

LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Administer student/parent school climate and other parent engagement surveys. Publicize results. Schedule Community Forums to discuss outcome of surveys and to prioritize and gather input for future LCAPs. Explore ways to retain DAC members.	$ 750	Scheduled and hosted Community Forums at each comprehensive school site in the district. Invited stakeholders through an all-call to all student homes, publicized the events throughout the district.	$ 127 LCFF
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 of changes in district-level staffing, the surveys could not be administered from the district office. In 2015-16 schools may conduct their own parent and student School Climate Surveys and report the data they acquire. We need to also ask school sites to continue to promote participation by individuals representing subgroups on School Site Councils.		
Original GOAL from prior year LCAP:	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.	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		

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Expected Annual Measurable Outcomes:	50% of students feel "very safe" at school based on data from the latest administration of the California Healthy Kids Survey (CHKS). 5% or fewer students have been suspended or expelled because of a physically violent act. 50% of parents and students return School Climate Surveys with overall positive responses. 75% 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, and technology.	Actual Annual Measurable Outcomes:	Over 50% of students feel "very safe" at school based on data from the most recent administration of the CHKS. Fewer than 5% of students have been suspended or expelled because of a physically violent act. We did not administer the parent School Climate Survey this year. 100% of schools scored Good or Exemplary on the annual FIT. There is evidence in the budget that there is a plan for facility contingencies. There is evidence in the budget that the district continues to provide furniture, fixtures, and technology for our schools.

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Fund and provide training for maintenance and custodial staff necessary to care for school buildings, grounds, and classrooms that will provide a safe environment for students and staff.	$ 687,647	Funded and provided training for maintenance and custodial staff to care for schools.	$ 700,000 LCFF
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)_____	

Fund training for students and staff in programs that promote school climate and student safety.		This training was not requested this year.	--
Scope of service: LHS, offered to all. ☒ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: LHS, offered to all. ☒ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Develop a three- to five-year facility plan to address major repairs and maintenance.	$ 350,000	A plan is in place and the parking lot at LHS was resurfaced and the water drainage repaired. Exterior painting was completed at Downieville School. Repaired the playground and sidewalks at Loyalton Elementary School. Energy efficient projects are to be determined for upcoming years.	$ 355,000 LCFF Local (Sierra COE)
Scope of service: All ☒ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: DES, DJSHS, LES ☒ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Develop a plan to replace classroom furnishings and technology on a regular basis and budget accordingly.	No Expenditures	This plan is in the works. Purchases of furnishings and technology are addressed in the budget. The technology plan is updated annually.	No Expenditures
Scope of service: All ☒ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: All ☒ 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?	Loyalton High School needs to request training for the research validated PeaceBuilder/PeaceMediator program that is used at that site. Other schools may want to renew or review their school culture plans and join LHS for this training.
	School Site Councils should continue providing the district office with recommendations regarding plans for updating grounds, facilities, furnishings, and technology.

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:	$ 141,750

Sierra Plumas Joint Unified School District reports an unduplicated student count of 48.69%, 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 unduplicated 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 to provide services to unduplicated students primarily and other students peripherally, and providing paraprofessionals to support struggling learners, again focusing on needs of the unduplicated student population primarily and other students peripherally. In our small schools, focusing on the specific needs of the unduplicated students and allowing other students with academic needs to participate in support programs as room is available best meets the needs of all our students. 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 believing that expansion of participation in these programs further into our unduplicated student population will allow these students to gain the skills they need to be successful in school and beyond. 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.

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.

| 3.76 | % |

The district determined that the greatest need this year is to increase the Intervention teacher position at Loyalton Elementary School from part-time to full-time to meet the needs of the unduplicated pupils. Because of budget reductions in previous years, the class sizes at Loyalton Elementary have risen steadily without additional support. The FTE increase will be funded by the Local Control Funding Formula Supplemental funds. If time allows and if needed, other pupils will also be served by the pull out program. Loyalton High, Downieville Elementary and Jr/Sr High part-time instructional aide staff will provide additional instruction to their school's unduplicated pupils.

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]