

AGENDA FOR THE REGULAR MEETING OF THE  
SIERRA COUNTY BOARD OF EDUCATION  
May 12, 2015  
6:00 pm REGULAR SESSION  
Downieville School, 130 School Street, Downieville CA 95936

This meeting will be available for videoconferencing at Sierra County Office of Education,  
109 Beckwith Rd., Room 4, Loyalton, CA 96118

*In the case of a technological difficulty at either school site, videoconferencing will not be available.*

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

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

- A. CALL TO ORDER  
(Please be advised that this meeting will be recorded.)
- B. ROLL CALL
- C. APPROVAL OF THE AGENDA
- D. FLAG SALUTE
- E. INFORMATION/DISCUSSION ITEMS
  - 1. Superintendent's Report
    - a. CRM Group Presentation by Kevin Nolen on HVAC Downieville Engineer's Evaluation (This item is placed on the County agenda to accommodate time constraints of the speaker.)
    - b. California County Superintendents Educational Services Association (CCSESA) Quarterly Meeting\*\*
    - c. Northern California Superintendents Joint Meeting
  - 2. Business Report
    - a. Board Report-Expenditures by Object 07/01/14 to 4/30/15\*\*
    - b. Letter from California Department of Education regarding FY 2013-14 Federal Audit Findings\*\*
  - 3. Staff Reports (5 minutes)
  - 4. SPTA Report (5 minutes)
  - 5. Board Members' Report (5 minutes)
  - 6. Public Comment – This is an opportunity for members of the public to directly address the governing board on any item of interest that is within the subject matter jurisdiction of the governing board whether or not it is listed on the agenda. Five minutes may be allotted to each speaker and a maximum of twenty minutes to each subject matter. (Education Code 35145.5; Bylaw 9322; Government Code 54954.3)
    - a. Current location
    - b. Videoconference location

F. CONSENT CALENDAR

1. Approval of minutes of the Regular Board meeting held April 14, 2015\*\*
2. Approval of bill warrants for month of April 2015\*\*
3. Review of Board Policy and Administrative Regulation 5116.1 per Ed Code §35160.5, 48980\*\*

G. ACTION ITEMS

1. New Business

**PUBLIC HEARING-LCAP**

1415-103 Public Hearing and Presentation of the 2015-16 Local Control and Accountability Plan (Stock) will address any public comments and questions\*\* (Grant)

**PUBLIC HEARING-SCOE Budget**

1415-104 Public Hearing and Presentation of the 2015-16 Proposed Budget to inform the public and to receive and address public comments\*\* (Asquith)

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

1415-105 **The Purpose of the Public Hearing** is to receive public comment on the use of Proposition 30 funding for 2015-2016\*\* (Asquith)

**PUBLIC HEARING-Collective Bargaining Disclosure Statement**

*This is an opportunity for members of the public to directly address the governing board on the Collective Item 1415-106 listed on this Agenda under Action Items.*

1415-106 Completion of Bargaining Sierra-Plumas Teachers Association, 2015-2016 Negotiations (Grant)\*\*

**BOARD POLICIES AND ADMINISTRATIVE REGULATIONS**

1415-107 Approval to Delete:

Board Policy and Administrative Regulation 0520.4, Quality Education Investment Schools (no longer funded)

1415-108 Approval of Board Policy 0460, Local Control and Accountability Plan, revision\*\*

1415-109 Approval of Administrative Regulation 0460, Local Control and Accountability Plan, revision\*\*

1415-110 Approval of Board Policy 3312, Contracts, revision\*\*

1415-111 Approval of Administrative Regulation 3514.2, Integrated Pest Management, New\*\*

Sierra County Board of Education  
Regular Meeting Agenda  
May 12, 2015

1415-112 Approval of Minor Revisions to the following Policies and Administrative Regulations:  
BP 1250, BP 3350, AR 5020, AR 5141.27, AR 6159 and BB9321\*\*

H. ADVANCED PLANNING

1. Next Regular Board Meeting will be held on *Wednesday*, June 17, 2015, at Sierra County Office of Education, 109 Beckwith Rd., Room 4, Loyalton, CA 96118, beginning with Closed Session, as needed, and the Regular Board Meeting at 6:00 pm

2. Suggested Agenda Items

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

I. ADJOURNMENT



Dr. Merrill M. Grant, Superintendent

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

## **APRIL QUARTERLY MEETING HIGHLIGHTS**

### *Resources for Takeaway:*

A major theme of discussion at the April Quarterly Meeting was the evolving role of county superintendents in LCAP technical assistance and review. The collaborative work of several county offices, plus a discussion of the expectations of public advocacy groups, and updates from the State Board of Education and WestEd, all led to substantive conversations and the need to keep these issues at the forefront of future CCSESA meetings.

- President-Elect Christine Lizardi Frazier (Kern) announced that the candidates for 2016 President-Elect will be Gayle Garbolino-Mojica (Placer) and Tom Changnon (Stanislaus).
- John Affeldt (Public Advocates) and Nayna Gupta (ACLU) offered their perspectives on the key issues to be addressed to ensure district LCAPs and budget expenditures are adequate for the needs of unduplicated pupils. Click [here](#) to view a list of questions they suggested be asked to ensure districts are allocating their supplemental and concentration funds appropriately.
- Jannelle Kubinec, WestEd, provided a status update on LCFF implementation, including a discussion of the purpose of the evaluation rubrics and the roles of county offices of education in ensuring continuous improvement within their districts. Her presentation is available [here](#).
- Karen Stapf Walters provided an update from the Governor's Office and State Board of Education. She particularly focused on the recent teacher evaluation bills, which could cost up to \$800 million to implement if passed into law. After asking for feedback on the bills, several county superintendents expressed their opposition to the measures.



- EdVoice recently published a report which found that most districts ignore the Stull Act, the piece of legislation that currently governs teacher evaluation. The report is available [here](#).
- Several county superintendents led a discussion about the current work with California Education Partners, and ways in which that partnership could bolster county office efforts in reviewing and approving district LCAPS. Several important topics were discussed:
  - The need for a comprehensive look at what the provision of technical assistance to districts looks like.
  - The importance of aligning evaluation methods across counties, particularly in the area of allowable uses for concentration and supplemental funds.
  - Ways to facilitate conversations among county offices during the review and approval process.
- Christine Lizardi Frazier presented an update from the Accountability Task Force, emphasizing the need for county offices to be consistent in their messaging around the purpose and proper use of the evaluation rubrics. She also reported that the score comparison to last year's field test will be removed from the Individual Student Report (ISR), which will be sent to districts (for distribution to parents during the summer months). If you have any questions on the work of the Accountability Task Force, please contact Efrain Mercado: [emercado@ccsesa.org](mailto:emercado@ccsesa.org).
- Anne Campbell (San Mateo) distributed the most recent Hanover Research report, consisting of transcripts of the interviews Hanover had with Kentucky state education officials on their experiences with implementing Common Core-aligned assessments. The report is available [here](#).



## California County Superintendents Educational Services Association

1121 L Street, Suite 510, Sacramento, CA 95814 ▪ P 916.446.3095 ▪ F 916.448.7801 ▪ [www.ccsesa.org](http://www.ccsesa.org)

- Gayle Garbolino-Mojica provided an update on the work of the Federal Task Force, which is now preparing for its second trip to Washington DC, planned for May 11-14. The focus of the May trip will be the federal budget and ESEA Reauthorization.
- Dave Gordon (Sacramento) announced that the Business Partnerships Committee reviewed and supported the new EDJOIN fee increase proposal, which will be effective for the 2015-16 school year.
- Jeremy Meyers (El Dorado) presented on his county's initiative to provide technology innovation grants to the schools and districts in El Dorado County. If you would like additional information, please contact Christina Marcellus, [cmarcellus@ccsesa.org](mailto:cmarcellus@ccsesa.org).
- Kenn Young (Riverside) led a discussion on the compensation practices county superintendents are using to keep county offices of education competitive as employers, a problem that is further exacerbated by the current teacher and substitute shortage.
- Katie Brackenridge, Senior Director with Partnership for Children and Youth, presented on the Summer Matters campaign, an initiative that promotes high quality summer learning programs. You can sign on as a Summer Matters champion by clicking [here](#). Katie's presentation is available [here](#). Please contact Katie if you have any questions: 510.830.4200.
- A law firm has been selected to lead the revision of the CCSESA Bylaws, which were last updated in January 2013. Several items have been identified that require revision, and it is expected that the revised bylaws will be presented to the general membership for approval during the October Quarterly Meeting. If you have suggestions on items that need reexamination, please email Amanda Dickey, [adickey@ccsesa.org](mailto:adickey@ccsesa.org).



- Gary Jones and Mike Martin (Director of Educational Services, Modoc) presented Modoc County's Paired Coaching model. Additional information, including a short video on the program, is available [here](#).
- Don Olson (Del Norte), Hedy Chang (Attendance Works) and Gordon Jackson (California Department of Education) presented on the current truancy and chronic absenteeism issues in California, and steps county superintendents can take to mitigate the problem. The presentation is available [here](#).
- Denise Porterfield (San Mateo) was confirmed as the BASC Chair-Elect for 2016.
- Peter Birdsall announced that CCSESA had created a county superintendents listsrv to facilitate communications and enable the sharing of ideas. County superintendents should email [superintendents@listeron.com](mailto:superintendents@listeron.com) to send a message to their colleagues. Both initial messages and replies will be sent to all 58 county superintendents. Contact Christina Marcellus if you have any questions, [cmarcellus@ccsesa.org](mailto:cmarcellus@ccsesa.org).

*Important Upcoming Dates:*

- The next Board of Directors meeting will be held on May 18 at the SELF Building in Sacramento.
- The next General Membership meeting will be held from June 28-30 in Pasadena. To register for the meeting, please click [here](#).

Balances through April						Fiscal Year 2014/15
Object	Description	Adopted Budget	Revised Budget	Encumbered	Expenditure	Account Balance
<b>Fund 01 - Gen Fund</b>						
1100	Teachers Salaries	154,765.00	157,488.00	31,578.76	126,956.00	1,046.76-
1120	Certificated Substitutes	5,152.00	400.00		1,630.00	1,230.00-
1200	Certificated Pupil Support Ser	63,202.00	63,099.00	12,558.22	50,281.88	258.90
1300	Certificated Supervisor Admini	105,804.00	106,151.00	17,634.04	88,181.20	335.76
<b>Total for Object 1000</b>		<b>328,923.00</b>	<b>327,138.00</b>	<b>61,771.02</b>	<b>267,049.08</b>	<b>1,682.10-</b>
2100	Instructional Aides' Salaries	98,489.00	65,387.00	18,748.45	55,265.36	8,626.81-
2200	Classified Support Salaries	5,478.00	9,589.00	1,968.40	7,810.37	189.77-
2300	Classified Supervisors' Admini	96,742.00	97,359.00	15,973.20	80,166.00	1,219.80
2400	Clerical Technical Office Staf	123,875.00	125,015.00	21,195.46	103,031.66	787.88
2900	Other Classified Salaries	6,912.00	5,386.00		6,081.75	695.75-
<b>Total for Object 2000</b>		<b>331,496.00</b>	<b>302,736.00</b>	<b>57,885.51</b>	<b>252,355.14</b>	<b>7,504.65-</b>
3101	STRS Certificated Positions	31,145.00	29,049.00	5,485.28	23,591.28	27.56-
3102	STRS Classified Positions	368.00	344.00	72.28	289.13	17.41-
3201	PERS Certificated Positions				84.75	84.75-
3202	PERS Classified Positions	49,655.00	48,876.00	8,390.62	40,688.89	203.51-
3301	OASDI Certificated Positions				76.26	76.26-
3302	OASDI Classified Positions	19,518.00	17,732.00	3,395.54	14,793.83	457.37-
3311	Medicare Certificated Position	4,990.00	4,582.00	866.16	3,737.93	22.09-
3312	Medicare Classified Positions	4,622.00	4,206.00	805.88	3,511.39	111.27-
3401	Health & Welfare Benefits Cert	84,284.00	84,284.00	15,357.24	64,081.72	4,845.04
3402	Health & Welfare Benefits Clas	82,198.00	80,662.00	13,495.74	64,684.51	2,481.75
3501	SUI Certificated	178.00	165.00	30.90	133.62	.48
3502	SUI Classified	163.00	152.00	28.92	122.88	.20
3601	Workers' Compensation Certific	11,419.00	10,594.00	2,002.62	8,642.58	51.20-
3602	Workers' Compensation Classifi	10,595.00	9,723.00	1,863.33	8,118.46	258.79-
3901	Golden Handshake	26,768.00	26,768.00			26,768.00
<b>Total for Object 3000</b>		<b>325,903.00</b>	<b>317,137.00</b>	<b>51,794.51</b>	<b>232,557.23</b>	<b>32,785.26</b>
4200	Library and Reference Material		3,620.00		3,619.11	.89
4300	Materials and Supplies	17,590.00	13,898.00	4,023.62	19,724.47	9,850.09-
4320	Custodial Grounds Supplies	1,300.00	1,300.00		424.93	875.07
4330	Office Supplies	2,000.00	1,000.00		536.58	463.42
4350	Vehicle Upkeep	6,500.00	5,500.00	703.28	1,786.73	3,009.99
4400	Noncapitalized Equipment	7,198.00	16,115.00	6,171.74	15,107.13	5,163.87-
<b>Total for Object 4000</b>		<b>34,588.00</b>	<b>41,433.00</b>	<b>10,898.64</b>	<b>41,198.95</b>	<b>10,664.59-</b>
5100	Subagreements for Services	35,724.00	43,492.00	6,070.46	27,973.45	9,448.09



Balances through April						Fiscal Year 2014/15
Object	Description	Adopted Budget	Revised Budget	Encumbered	Expenditure	Account Balance
<b>Fund 01 - Gen Fund (continued)</b>						
5200	Travel and Conference	16,342.00	21,061.00	4,001.28	14,194.59	2,865.13
5300	Dues and Membership	17,970.00	15,870.00		10,241.00	5,629.00
5400	Insurance	10,450.00	9,300.00		9,218.00	82.00
5500	Operation Housekeeping Service	9,200.00	9,200.00	558.49	5,658.30	2,983.21
5600	Rentals, Leases, Repairs, Nonc	2,600.00	2,600.00	147.44	447.21	2,005.35
5710	Tfr of Direct Cost					.00
5800	Professional Consulting	8,400.00	8,400.00	2,800.00	5,600.00	.00
5801	Legal Services	32,500.00	37,500.00	1,000.00	315.00	36,185.00
5803	Legal Publications	500.00	500.00	200.00	15.00	285.00
5805	Personnel Expense	593.00	593.00	270.00		323.00
5806	Negotiations	2,000.00	1,000.00			1,000.00
5808	Other Services & Fees	1,500.00	1,500.00	567.87	831.27	100.86
5810	Contracted Services	293,628.00	412,705.00	80,227.61	228,372.49	104,104.90
5899	SPJUSD to Reimburse			2,173.54	459.63	2,633.17-
5900	Communications	2,100.00	1,600.00		725.86	874.14
	<b>Total for Object 5000</b>	<b>433,507.00</b>	<b>565,321.00</b>	<b>98,016.69</b>	<b>304,051.80</b>	<b>163,252.51</b>
6200	Building and Improvement of Bu	30,032.00	30,032.00			30,032.00
6400	Equipment	6,300.00	13,100.00		13,089.11	10.89
	<b>Total for Object 6000</b>	<b>36,332.00</b>	<b>43,132.00</b>	<b>.00</b>	<b>13,089.11</b>	<b>30,042.89</b>
7110	County Tuition Inter Dist Agre				43,902.44-	43,902.44
7141	Tuition, excess cost etc betwe		53,825.00		15,423.59	38,401.41
7281	All Other Transfers to Distric		150,000.00		150,000.00	.00
7310	Direct Support/Indirect Costs					.00
	<b>Total for Object 7000</b>	<b>.00</b>	<b>203,825.00</b>	<b>.00</b>	<b>121,521.15</b>	<b>82,303.85</b>
	<b>Total for Fund 01 and Expense accounts</b>	<b>1,490,749.00</b>	<b>1,800,722.00</b>	<b>280,366.37</b>	<b>1,231,822.46</b>	<b>288,533.17</b>
<b>Fund 16 - FOREST RES</b>						
7211	Transfers of Pass-through Rev	340,100.00	75,705.00		75,704.57	.43
7619	Other Authorized Interfund Tra	60,017.00	13,360.00		13,359.64	.36
	<b>Total for Fund 16, Expense accounts and Object 7000</b>	<b>400,117.00</b>	<b>89,065.00</b>	<b>.00</b>	<b>89,064.21</b>	<b>.79</b>
	<b>Total for Org 001 - Sierra County Office of Education</b>	<b>1,890,866.00</b>	<b>1,889,787.00</b>	<b>280,366.37</b>	<b>1,320,886.67</b>	<b>288,533.96</b>



CALIFORNIA  
DEPARTMENT OF  
EDUCATION

**TOM TORLAKSON**

STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

**RECEIVED**

APR 23 2015

SCOE  
S-PJUSD

April 17, 2015

Merrill Grant, Superintendent  
Sierra County Office of Education  
PO Box 955  
Loyalton, CA 96118

Dear Superintendent Grant:

**Subject: FY 2013–14 Federal Audit Findings**

The California Department of Education (CDE) is required by federal regulations to ensure local educational agencies take appropriate and timely action to correct audit findings affecting federally funded programs.

During our review of the findings and recommendations reported in your 2013–14 fiscal year audit report, we determined that Finding(s) 2014-1 require(s) resolution by our office. Based on Sierra County Office of Education's corrective action response(s) included in the audit, the corrective action plan(s) has been accepted. Since no further action is required, the CDE has closed the audit finding(s).

If you have any questions, please contact Raquel Tucker by phone at 916-445-7358 or by e-mail at [rtucker@cde.ca.gov](mailto:rtucker@cde.ca.gov).

Sincerely,

Raquel Tucker, Education Fiscal Services Consultant  
Categorical Allocations, Management Assistance, and Audit Resolution Office  
School Fiscal Services Division

RT:tf  
Enclosure

cc: Rose Asquith, Chief Business Official, Sierra County Office of Education

MINUTES OF THE REGULAR MEETING OF THE  
SIERRA COUNTY BOARD OF EDUCATION

April 14, 2015

Sierra County Office of Education, 109 Beckwith Rd., Room 4, Loyalton, CA 96118  
4 pm for Closed Session

A. CALL TO ORDER

President DRISCOLL called the meeting to order at 6:04 pm.

B. ROLL CALL

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

ABSENT: None

VACANT: None

C. FLAG SALUTE

D. APPROVAL OF THE AGENDA

MOORE/HALL

5/0

E. INFORMATION/DISCUSSION ITEMS

1. SUPERINTENDENT'S REPORT

- a. Local Control Accountability Plan (LCAP) - Dr. Grant and Marla Stock met with a California Department of Education representative to receive guidance on a new template and formatting.
- b. Secure Rural Schools – The Senate passed the Medicare bill which included the Secure Rural School two-year extension as a trailer.
- c. Loyalton High School Track Project is complete.

2. BUSINESS REPORT

Ms. Asquith presented the Board Report-Expenditures by Object 07/01/14 to 3/31/15. There were no comments or questions.

3. STAFF REPORT

Megan Meschery gave a Sierra Schools Foundation report. The foundation intends to bring in even more funds for the schools. Wellness Day fundraiser will be replaced with a Barn Dinner at Sierra Valley Farms. The Board is invited to an Advisory Council Luncheon on May 2 at Sierra Hot Springs. A summer newsletter mailing is in process.

4. SPTA REPORT

5. BOARD MEMBER'S REPORT

There was no Board Member Report.

6. PUBLIC COMMENT

President DRISCOLL opened the meeting for public comment at 6:13 pm.  
There was no comment therefore public comment was closed.

F. CONSENT CALENDAR

The following items were included in the consent calendar:

1. Approval of minutes of the Regular Board meeting held March 10, 2015
2. Approval of bill warrants for month of March 2015
3. Approval of Quarterly Report on Williams Uniform Complaints for quarter ending March 31, 2015. It is required per Education Code 35186 section (d) *that a school district shall report summarized data on the nature and resolution of all complaints on a quarterly basis to the county superintendent of schools and the governing board of the school district.* No complaints regarding textbooks and instructional materials, teacher vacancy or misassignment or conditions of facilities were filed with Sierra County Office of Education during the quarter ending March 31, 2015.

DRYDEN/HALL  
5/0

G. ACTION ITEMS

1. Unfinished Business and General Orders

1415-088 Approval of Board Policy and Administrative Regulation 5144.1, Suspension and Expulsion/Due Process, revision  
MOORE/WRIGHT  
5/0

2. New Business

Public Hearing: Collective Bargaining Disclosure Statement

*This is an opportunity for members of the public to directly address the governing board on the Collective Bargaining Agreements listed on this Agenda under Action Items. The public hearing opened at 6:16 pm. There were no comments and the hearing was closed.*

1415-089 Completion of Bargaining Sierra-Plumas Teachers Association, 2014-2015 Negotiations  
MOORE/HALL  
5/0

1415-090 Approval of Student Accountability Report Card, Sierra County Office of Education /Special Education (Mongolo)  
MOORE/WRIGHT  
5/0

1415-091 Approval of Student Accountability Report Card, Sierra County Office of Education /Opportunity  
MOORE/HALL  
5/0

**BOARD POLICIES AND ADMINISTRATIVE REGULATIONS**

MOORE motioned to approve Items 1415-092 through 1415-0102/HALL seconded.  
5/0

- 1415-092 Approval to Delete:
  - a. Board Policy and Administrative Regulation 0420.1, School-Based Program Coordination
  - b. Board Policy 3111, Deferred Maintenance Funds
- 1415-093 Approval of Board Policy and Administrative Regulation 0440, District Technology Plan, revision
- 1415-094 Approval of Administrative Regulation 1220, Citizen Advisory Committees, revision
- 1415-095 Approval of Board Policy and Administrative Regulation 3100, Budget, revision
- 1415-096 Approval of Administrative Regulation 3110, Transfer of Funds, revision
- 1415-097 Approval of Administrative Regulation and Board Policy 3350, Travel Expenses
- 1415-098 Approval of Board Policy 5141.3, Health Examination, revision
- 1415-099 Approval of Administrative Regulation 6145.2, Athletic Competition, revision
- 1415-0100 Approval of Board Policy and Administrative Regulation 6158, Independent Study, revision
- 1415-0101 Approval of Administrative Regulation 6162.51, State Academic Achievement Tests, revision
- 1415-0102 Approval of Administrative Regulation 6173, Education for Homeless Children, revision

H. ADVANCED PLANNING

Next Regular Board Meeting will be held on May 12, 2015, at Downieville School, Downieville, California, beginning with Closed Session as needed at 5 pm and the Regular Board Meeting at 6 pm.

Suggested Agenda Items

- a. Local Control Accountability Plan
- b. Preliminary Budget

I. ADJOURNMENT

Adjourned at 6:25 pm.  
WRIGHT/HALL  
5/0

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Patty Hall, Clerk

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

**Checks Dated 04/01/2015 through 04/30/2015**

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
00014148	04/13/2015	SIERRA COUNTY DEPARTMENT OF PUBLIC WORKS	01-5810	TRACK PROJECT		10,274.76
00014149	04/13/2015	LENNIE GARCIA	01-4350	MILEAGE		57.50
00014150	04/13/2015	MERRILL GRANT	01-5200	PER DIEM/MILEAGE		78.60
00014151	04/13/2015	LES SCHAWB	01-4350	TIRES		534.09
00014152	04/13/2015	LIBERTY UTILITIES CPEC	01-5500	ELECTRICAL SERVICE		340.29
00014153	04/13/2015	LESLIE MARSDEN, MOT, OTR/L	01-5810	OCCUPATIONAL THERAPY SERVICES		2,340.00
00014154	04/13/2015	BARBARA MCKURTIS	01-5100	CONTRACTED CONSULTANT AGREEMENT		8,128.08
00014155	04/13/2015	MIKE MOORE	01-5200	PER DIEM		28.75
00014156	04/13/2015	NORTHEASTERN JOINT POWERS AUTHORITY	01-9571	13/14 ADDITIONAL BILLING		1,101.75
00014157	04/13/2015	PITNEY BOWES, INC.	01-5600	POSTAGE MACHINE	48.38	
			01-5899	POSTAGE MACHINE	145.12	193.50
00014158	04/13/2015	PLACER COUNTY OFFICE OF EDUCATION	01-5200	REGISTRATION		25.00
00014159	04/13/2015	SIERRA VALLEY HOME CENTER	01-4300	MISC SHOP SUPPLIES		80.64
00014160	04/13/2015	TRI COUNTY SCHOOLS INSURANCE GROUP	01-9535	APR 15 HEALTH INSURANCE	3,431.00	
			76-9576	APR 15 HEALTH INSURANCE	13,578.10	17,009.10
00014161	04/13/2015	VOYAGER	01-4350	FUEL EXPENSE	48.35	
			01-5200	FUEL EXPENSE	161.37	
			01-5899	FUEL EXPENSE	48.39	258.11
00014162	04/13/2015	ALLEN WRIGHT	01-5200	PER DIEM		6.90
<b>Total Number of Checks</b>					<b>15</b>	<b>40,457.07</b>

**Fund Summary**

Fund	Description	Check Count	Expensed Amount
01	County School Service Fund	15	26,878.97
76	Payroll Clearing	1	13,578.10
Total Number of Checks		<b>15</b>	<b>40,457.07</b>
Less Unpaid Sales Tax Liability			<b>.00</b>
<b>Net (Check Amount)</b>			<b>40,457.07</b>

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

ESCAPE ONLINE

# Sierra County/Sierra-Plumas Joint USD

## Board Policy

### Intradistrict Open Enrollment

BP 5116.1

#### Students

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

(cf. 5117 - Interdistrict Attendance)

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

(cf. 5111.1 - District Residency)

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

(cf. 5111.13 - Residency for Homeless Children)

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

#### Enrollment Priorities

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

(cf. 5116 - School Attendance Boundaries)

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

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

(cf. 5118 - Open Enrollment Act Transfers)

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

(cf. 0420.4 - Charter Schools)

(cf. 0520.2 - Title I Program Improvement Schools)

(cf. 6171 - Title I Programs)

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

(cf. 0450 - Comprehensive Safety Plan)

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

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

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

#### Application and Selection Process

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

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

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

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

(cf. 6172 - Gifted and Talented Student Program)

#### Transportation

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

(cf. 3250 - Transportation Fees)

(cf. 3540 - Transportation)

SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT  
Policy SIERRA COUNTY OFFICE OF EDUCATION  
adopted: April 10, 2007 Sierraville, California  
revised: May 10, 2011



**Introduction:**

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

***Sierra County Office of Education Executive Summary***

Sierra County Office of Education serves the students of the Sierra-Plumas Joint Unified School District and is one of a small group of single-district County programs in the State of California. Sierra County Office of Education serves students in a rural part of California with schools representing a large geographical area. Occasionally our student population includes students who are Sierra County students; however, this has not been the case for the past several years. At this time, there are no Sierra County students enrolled in grades K-12. Sierra County continues to provide support in the form of services and special programs for students enrolled in Sierra-Plumas Joint Unified School District. Because of the small population of our County, much of our stakeholder input arrives through face-to-face communication with students, parents, teachers, staff, and other stakeholders. The Superintendent works on a regular basis in the four schools that do not have a full-time administrator and visits the remaining site on a regular basis. Interaction with stakeholders is frequent but usually informal. It is not unusual for the Superintendent to be personally acquainted with a wide variety of stakeholders who influence administrative planning and decisions. In addition to having no students enrolled in Sierra County Office of Education, there are no expelled students in the County or District at this time. There are some foster students enrolled in District schools that are supported through Sierra County funding.

***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?

<b>Involvement Process</b>	<b>Impact on LCAP</b>
<p>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.</p> <p>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. 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. School Site Councils are active and represent a cross section of our student population; secondary-level councils include student representatives. Meetings with foster parents allow for continued input from this subgroup. Meetings with our Resource Specialist and SELPA Manager provided feedback regarding services to students with disabilities.</p> <p>A public hearing on our proposed LCAP is being 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.</p> <p>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.</p>	<p>Personal contact with our foster parents confirmed that current enrollment procedures for parents bringing foster children to our schools are adequate and that students and parents feel welcomed and that students are able to quickly gain access to classrooms and services. Resource Specialists employed by our County continue to agree that LCAP goals are addressing the needs of students who have been identified with disabilities. Because of their input we continue to address the goal that all students, including those with disabilities, be placed in the least restrictive learning environment and the broadest course of study available to them while still meeting their learning needs. Although we have not had any expulsions in recent years, discussions regarding the potential need for alternative placements for middle school students have led to recognition of the need for an alternative program that would be appropriate for students who are too young for a traditional continuation school setting. Site Council input continues to impact our LCAP goals through their approval of the Single Plans for Student Achievement. New classroom furniture was purchased this year at the recommendation of the students and teachers on the Site Councils. The district has stated that they will continue to move toward 21<sup>st</sup> Century learning environments.</p>
<p><b>Annual Update:</b> Given additional time to prepare for the LCAP, a more focused effort was made to gain wider community/county input from a larger stakeholder group. The Superintendent has extended his involvement in a variety of city and county organizations expanding his availability to the public and welcoming input from a wider county population than in previous years. This effort resulted in more coordinated feedback and support for Sierra County Office of Education.</p>	<p><b>Annual Update:</b> 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 7-12, continued funding for updated facilities and classroom furnishings, increased participation in funding athletic transportation, and increased budgeting for student field trips.</p>

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

### **Instructions:**

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

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

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

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

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

**Goal:** Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for 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?

<b>GOAL:</b>	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
<b>Identified Need:</b>	<p>All teachers are appropriately assigned and are fully credentialed for any core subject they are teaching and are qualified to have English Learners in their classrooms.</p> <p>All students have access to standards-aligned instructional materials, and all courses are aligned to state standards and have been reviewed annually, updated as needed, and adopted by the local governing board.</p> <p>All students have a broad course of study available to them, are placed in the least restrictive learning environment, and have multiple pathways to meet their academic needs.</p> <p>All expelled students have alternate pathways available to meet their academic needs.</p> <p>All foster youth benefit from coordination of services between schools, schools and local agencies serving foster youth, and schools and the court system.</p> <p>All pupils with disabilities have an Individualized Educational Program (IEP) that meets their intellectual, social, emotional, and physical development and provide them with appropriate services.</p>	
<b>Goal Applies to:</b>	<b>Schools:</b> All	<b>Applicable Pupil Subgroups:</b> All including students with disabilities and English Learners

**LCAP Year 1: 2015-16**

Expected Annual Measurable Outcomes:	<p>90% of teachers are fully credentialed for any core subject they teach and have certification to teach English Learners.</p> <p>40% of courses have adopted instructional materials and textbooks and updated course outlines to meet the California Common Core State Standards.</p> <p>95% of expelled students meet their academic needs through alternative pathways.</p> <p>100% of foster parents indicated that foster youth are being served appropriately.</p> <p>100% of students in annual audit of IEPs are receiving appropriate services.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to support Visual and Performing Arts (VAPA) in all schools. Provide matching funds for <i>Artists in the Schools</i> Grant provided through Sierra County Arts Council. Grant funds are used at all school sites except Sierra Pass Continuation High School.	All	<input checked="" type="checkbox"/> ALL in comprehensive school programs	\$14,000
		OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	
Continue to support Independent Study Program and Sierra Pass Continuation High School as alternative pathways available to all students by providing an administrator to oversee the programs.	All	<input checked="" type="checkbox"/> ALL in alternative programs	\$12,000
		OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	
Continue to support Career Technical Education in grades 7-12 through employment of Construction/ Woodshop teacher and Career Specialist and by funding supplies for greenhouses and construction classes.	All	<input checked="" type="checkbox"/> ALL in grades 7-12	\$53,000
		OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	

*Section continued on next page*

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to expand Career Technical Education opportunities and pathways by expanding use of greenhouses and garden programs to K-12 Science, health, and sustainable agriculture projects.	All	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$ 2,983
Continue to have Foster Youth Service Coordinator handle annual staff training.	All	__ALL OR: __Low Income pupils __English Learners <input checked="" type="checkbox"/> Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	00
Provide certificated and classified staff for students with Individualized Education Programs (IEPs), provide a School Psychologist for all students as needed, and provide contracted services as needed for students with IEPs.	All	<input checked="" type="checkbox"/> ALL, as needed OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	\$605,000

**LCAP Year 2: 2016-17**

<p>Expected Annual Measurable Outcomes:</p>	<p>100% of teachers are fully credentialed for any core subject they teach and have certification to teach English Learners.</p> <p>60% of courses have adopted instructional materials and textbooks and updated course outlines to meet the California Common Core State Standards.</p> <p>95% of expelled students meet their academic needs through alternative pathways.</p> <p>100% of foster parents indicated that foster youth are being served appropriately.</p> <p>100% of students in annual audit of IEPs are receiving appropriate services.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to support Visual and Performing Arts (VAPA) in all schools. Provide matching funds for <i>Artists in the Schools</i> Grant provided through Sierra County Arts Council. Grant funds are used at all school sites except Sierra Pass Continuation High School.	All	<input checked="" type="checkbox"/> ALL in comprehensive school programs OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$14,000
Continue to support Independent Study Program and Sierra Pass Continuation High School as alternative pathways available to all students by providing an administrator to oversee the programs.	All	<input checked="" type="checkbox"/> ALL in alternative programs OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$12,000
Continue to support Career Technical Education in grades 7-12 through employment of Construction/Woodshop teacher and Career Specialist and by funding supplies for greenhouses and construction classes.		<input checked="" type="checkbox"/> ALL in grades 7-12 OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$53,000

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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to expand Career Technical Education opportunities and pathways by expanding use of greenhouses and garden programs to K-12 Science, health, and sustainable agriculture projects.	All	<input checked="" type="checkbox"/> ALL OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	\$ 1,116
Continue to have Foster Youth Service Coordinator handle annual staff training.	All	___ALL OR: ___Low Income pupils ___English Learners <input checked="" type="checkbox"/> Foster Youth ___Redesignated fluent English proficient ___Other Subgroups: (Specify)_____	00
Provide certificated and classified staff for students with Individualized Education Programs (IEPs), provide a School Psychologist for all students as needed, and provide contracted services as needed for students with IEPs.	All	<input checked="" type="checkbox"/> ALL, as needed OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups: (Specify)_____	\$615,000

**LCAP Year 3: 2017-18**

Expected Annual Measurable Outcomes:	<p>100% of teachers are fully credentialed for any core subject they teach and have certification to teach English Learners.</p> <p>80% of courses have adopted instructional materials and textbooks and updated course outlines to meet the California Common Core State Standards.</p> <p>95% of expelled students meet their academic needs through alternative pathways.</p> <p>100% of foster parents indicated that foster youth are being served appropriately.</p> <p>100% of students in annual audit of IEPs are receiving appropriate services.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to support Visual and Performing Arts (VAPA) in all schools. Provide matching funds for <i>Artists in the Schools</i> Grant provided through Sierra County Arts Council. Grant funds are used at all school sites except Sierra Pass Continuation High School.	All	<input checked="" type="checkbox"/> ALL in comprehensive school programs OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$15,000
Continue to support Independent Study Program and Sierra Pass Continuation High School as alternative pathways available to all students by providing an administrator to oversee the programs.	All	<input checked="" type="checkbox"/> ALL in alternative programs OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$12,000
Continue to support Career Technical Education in grades 7-12 through employment of Construction/Woodshop teacher and Career Specialist and by funding supplies for greenhouses and construction classes.	All	<input checked="" type="checkbox"/> ALL in grades 7-12 OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$55,000

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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to expand Career Technical Education opportunities and pathways by expanding use of greenhouses and garden programs to K-12 Science, health, and sustainable agriculture projects.	All	<input checked="" type="checkbox"/> ALL OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	\$ 2,000
Continue to have Foster Youth Service Coordinator handle annual staff training.	Foster Youth	___ALL OR: ___Low Income pupils ___English Learners <input checked="" type="checkbox"/> Foster Youth ___Redesignated fluent English proficient ___Other Subgroups: (Specify)_____	00
Provide certificated and classified staff for students with Individualized Education Programs (IEPs), provide a School Psychologist for all students as needed, and provide contracted services as needed for students with IEPs.	All	<input checked="" type="checkbox"/> ALL, as needed OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups: (Specify)_____	\$625,000

GOAL:	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:	<p>All administrators, teachers, and staff recognize their participation in student success, understand the power of collaboration, and value professional development.</p> <p>All students, including but not limited to our target populations, who need intensive intervention in ELA or mathematics, are provided instruction using adopted intervention curriculum.</p> <p>All students participate in a physical education program that promotes strength and conditioning, is age-appropriate, and meets California Education Code guidelines for physical education programs.</p> <p>All students in Kindergarten through Grade 9 receive instruction in Health aligned with the State Standards and County-adopted health curriculum.</p>	
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All including students with disabilities and English Learners



**LCAP Year 1: 2015-16**

Expected Annual Measurable Outcomes:

- 75% of schools meet their AYP goals.
- 85% or more of students are in attendance daily, averaged over the year.
- 3% or fewer of students are expelled during the year.
- 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.
- 95% of K-8 students demonstrate mastery of the academic skills needed for promotion to the next grade level at the end of the year.
- 90% of English Learners in our county are reclassified Fluent English Proficient within five years of initial enrollment.
- 90% of students in intensive intervention in ELA and/or mathematics achieve grade level competency within two years.
- 100% of county employees participate in county-wide professional development activities.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Professional Learning Community (PLC) activities are scheduled in the school calendar. Certificated staff will attend professional development programs/conferences.	All	<input checked="" type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$ 2,500
Continue to fund instructional aides to work with students who need academic support.	All	<input checked="" type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$ 90,000

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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Ensure that the adopted health curriculum is being delivered to students K-9.	All K-9	<input checked="" type="checkbox"/> ALL grades K-9 OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	--
Consider a contract for the services of a credentialed nurse.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$ 6,000

**LCAP Year 2: 2016-17**

Expected Annual Measurable Outcomes:	<p>100% of schools meet their AYP goals.</p> <p>90% or more of students are in attendance daily, averaged over the year.</p> <p>3% or fewer of students are expelled during the year.</p> <p>65% of our students who participate in California's Physical Fitness Testing are within the <i>Healthy Fitness Zone</i> range in at least five of six areas.</p> <p>95% of K-8 students demonstrate mastery of the academic skills needed for promotion to the next grade level at the end of the year.</p> <p>95% of English Learners in our county are reclassified Fluent English Proficient within five years of initial enrollment.</p> <p>95% of students in intensive intervention in ELA and/or mathematics achieve grade level competency within two years.</p> <p>100% of county employees participate in county-wide professional development activities.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Professional Learning Community (PLC) activities are scheduled in the school calendar. Certificated staff will attend professional development programs/conferences.	All	<input checked="" type="checkbox"/> ALL	\$ 2,500
		OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	
Continue to fund instructional aides to work with students who need academic support.	All	<input checked="" type="checkbox"/> ALL	\$ 90,000
		OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	

*Section continued on next page*

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Ensure that the adopted health curriculum is being delivered to students K-9.	All K-9	<input checked="" type="checkbox"/> ALL grades K-9 OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: (Specify) _____	--
Consider a contract for the services of a credentialed nurse.	All	<input checked="" type="checkbox"/> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: (Specify) _____	\$ 6,000

**LCAP Year 3: 2017-18**

Expected Annual Measurable Outcomes:	<p>100% of schools meet their AYP goals.</p> <p>91% or more of students are in attendance daily, averaged over the year.</p> <p>2% or fewer of students are expelled during the year.</p> <p>70% of our students who participate in California’s Physical Fitness Testing are within the <i>Healthy Fitness Zone</i> range in at least five of six areas.</p> <p>95% of K-8 students demonstrate mastery of the academic skills needed for promotion to the next grade level at the end of the year.</p> <p>95% of English Learners in our county are reclassified Fluent English Proficient within five years of initial enrollment.</p> <p>95% of students in intensive intervention in ELA and/or mathematics achieve grade level competency within two years.</p> <p>100% of county employees participate in county-wide professional development activities.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Professional Learning Community (PLC) activities are scheduled in the school calendar. Certificated staff will attend professional development programs/conferences.	All	<input checked="" type="checkbox"/> ALL	\$ 2,500
		OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	
Continue to fund instructional aides to work with students who need academic support.	All	<input checked="" type="checkbox"/> ALL	\$ 90,000
		OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	

*Section continued on next page*

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Ensure that the adopted health curriculum is being delivered to students K-9.	All K-9	<input checked="" type="checkbox"/> ALL grades K-9 OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: (Specify) _____	--
Consider a contract for the services of a credentialed nurse.	All	<input checked="" type="checkbox"/> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: (Specify) _____	\$ 6,000

GOAL:	All stakeholders are involved in promoting a district culture where student success is realized, communicated, and celebrated.	Related State and/or Local Priorities: 1 2 3 <input checked="" type="checkbox"/> 4 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 8 COE only: 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> Local: Specify
Identified Need:	<p>There is broad stakeholder representation on LCAP goals. Stakeholders are actively involved in school improvement and promotion, the public is invited to participate in school committees and community forums, and the calendar of county events is published to encourage stakeholder involvement. Students participate on high school Site Councils and maintain active Associated Student Body leadership.</p> <p>Sierra County Board Meetings are regularly scheduled and offered via remote transmission to each school community to provide for broad stakeholder participation.</p> <p>Individualized Education Program (IEP) meetings are scheduled in advance to provide for inclusion of administrators, teachers, parents, students, and other advocates.</p> <p>County staff will be trained each year in California Education Code related to foster youth to ensure that required services are provided.</p>	
Goal Applies to:	Schools:	All Applicable Pupil Subgroups: All including students with disabilities and English Learners

**LCAP Year 1: 2015-16**

Expected Annual Measurable Outcomes:	<p>85% of significant subgroups are represented on the District Advisory Committee.</p> <p>Monthly Sierra County Board of Trustees meetings are clearly indicated on the SCOE calendar posted on the County website.</p> <p>Three annual Community Forums are posted on the County website and an all-call phone message reminds stakeholders to attend.</p> <p>100% of County staff receive training related to foster youth services.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to promote and host District Advisory Committee meeting(s), promote and host Community Forums, maintain County website, contract for telecommunications equipment and services, and purchase supplies for communication with stakeholders.	All	<input checked="" type="checkbox"/> ALL	\$ 5,200
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Provide funding for student awards.	All	<input checked="" type="checkbox"/> ALL	\$ 1,200
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	



**LCAP Year 2: 2016-17**

Expected Annual Measurable Outcomes:	<p>90% of significant subgroups are represented on the District Advisory Committee.</p> <p>Monthly Sierra County Board of Trustees meetings are clearly indicated on the SCOE calendar posted on the County website.</p> <p>Three annual Community Forums are posted on the County website and an all-call phone message reminds stakeholders to attend.</p> <p>100% of County staff receive training related to foster youth services.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to promote and host District Advisory Committee meeting(s), promote and host Community Forums, maintain County website, contract for telecommunications equipment and services, and purchase supplies for communication with stakeholders.	All	<input checked="" type="checkbox"/> ALL	\$ 5,200
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Provide funding for student awards.	All	<input checked="" type="checkbox"/> ALL	\$ 1,200
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

**LCAP Year 3: 2017-18**

<p>Expected Annual Measurable Outcomes:</p>	<p>100% of significant subgroups are represented on the District Advisory Committee.                  Monthly Sierra County Board of Trustees meetings are clearly indicated on the SCOE calendar posted on the County website.                  Three annual Community Forums are posted on the County website and an all-call phone message reminds stakeholders to attend.                  100% of County staff receive training related to foster youth services.</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>Continue to promote and host District Advisory Committee meeting(s), promote and host Community Forums, maintain County website, contract for telecommunications equipment and services, and purchase supplies for communication with stakeholders.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> ALL                  OR:                  ___Low Income pupils ___English Learners                  ___Foster Youth ___Redesignated fluent English proficient                  ___Other Subgroups:(Specify)_____</p>	<p>\$ 5,200</p>
<p>Provide funding for student awards.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> ALL                  OR:                  ___Low Income pupils ___English Learners                  ___Foster Youth ___Redesignated fluent English proficient                  ___Other Subgroups:(Specify)_____</p>	<p>\$ 1,200</p>

**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?

<b>Original GOAL from prior year LCAP:</b>	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	
<b>Goal Applies to:</b>	<b>Schools:</b>	All		
	<b>Applicable Pupil Subgroups:</b>	All		
<b>Expected Annual Measurable Outcomes:</b>	80% of teachers are fully credentialed for any core subject they teach and have certification to teach English Learners.		<b>Actual Annual Measurable Outcomes:</b>	100% of teachers are fully credentialed for any core subject they teach and all teachers have certification to teach English Learners.
	20% of courses have adopted instructional materials and textbooks and updated course outlines to meet the California Common Core State Standards.			25% of courses have adopted instructional materials and textbooks and updated course outlines to meet the CCCSS.
	90% of expelled students meet their academic needs through alternative pathways.			We have no expelled students.
	100% of foster parents indicated that foster youth			100% of foster parents indicated that foster youth

	are being served appropriately. 100% of students in annual audit of IEPs are receiving appropriate services.		are being served appropriately. 100% of students in annual audit of IEPs are receiving appropriate services.
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**LCAP Year: 2014-15**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Continue to support Visual and Performing Arts (VAPA) in all schools. Provide matching funds for <i>Sierra Schools Foundation</i> Grant. Grant funds are used at all school sites except Sierra Pass Continuation High School.		\$ 14,000	Continued to support Visual and Performing Arts (VAPA) in all schools. Provided matching funds for <i>Artists in the Schools</i> Grant provided through Sierra County Arts Council. Contributed to purchase of equipment and supplies for arts to assist with <i>Sierra Schools Foundation</i> arts grants.
Scope of service:	All in comprehensive schools	Scope of service:	All in comprehensive schools
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____		OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	
Continue to support Independent Study Program and Sierra Pass Continuation High School as alternative pathways available to all students by providing an administrator to oversee the programs.		\$ 12,000	Continued to support Independent Study Program and Sierra Pass Continuation High School as alternative pathways available to all students by providing an administrator to oversee the programs.
Scope of service:	All in alternative programs	Scope of service:	All in alternative programs
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____		OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	

Continue to support Career Technical Education in grades 7-12 through employment of Construction/ Woodshop teacher and Career Specialist and by funding supplies for greenhouses and construction classes.		\$ 57,000	Continued to support Career Technical Education in grades 7-12 through employment of Construction/ Woodshop teacher and Career Specialist and by funding supplies for greenhouses and construction classes.		\$ 57,000
All in grades 7-12			Scope of service:	All in grades 7-12	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____			OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____		
Continue to expand Career Technical Education opportunities and pathways by expanding use of greenhouses and garden programs to K-12 Science, health, and sustainable agriculture projects.		\$ 5,116	Continued to expand Career Technical Education opportunities by expanding use of greenhouses and garden programs to include K-12 science, health, and sustainable agriculture projects.		\$ 5,116
Scope of service:			Scope of service:	All	
All			<input checked="" type="checkbox"/> ALL		
<input checked="" type="checkbox"/> ALL			OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____		
Continue to have Foster Youth Service Coordinator handle annual staff training.		--	Continued to have Foster Youth Service Coordinator handle annual staff training.		--
Scope of service:			Scope of service:	For staff to all foster youth	
For staff to all foster youth			<input checked="" type="checkbox"/> ALL		
___ Low Income pupils ___ English Learners <input checked="" type="checkbox"/> Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____			OR: ___ Low Income pupils ___ English Learners <input checked="" type="checkbox"/> Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____		

Provide certificated and classified staff for students with Individualized Education Programs (IEPs), provide a School Psychologist for all students as needed, and provide contracted services as needed for students with IEPs.	\$595,000	Provided certificated and classified staff for students with Individualized Education Programs (IEPs), provided a School Psychologist for all students as needed, and contracted for other services as needed for students with IEPs.	\$595,000
Scope of service:	All	Scope of service:	All
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> 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?	There may be administrative changes for the alternative education programs due to changes in administrative staffing. These will be reflected in the LCAP as soon as decisions are made. There may also be changes in CTE and VAPA programs due to availability of teachers to staff the programs. The goals are still viable and meet stakeholder input and expectations.		

Original GOAL from prior year LCAP:	All students engage in a rigorous curriculum and acquire the knowledge, critical thinking skills, and characteristics needed for success in college, career, and life.		Related State and/or Local Priorities: 1 2 3 4 <input checked="" type="checkbox"/> 5 6 7 8 <input checked="" type="checkbox"/> COE only: 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> Local: Specify	
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	50% of schools meet their AYP goals. 80% or more of students are in attendance daily, averaged over the year. 5% or fewer of students are expelled during the year. 55% of our students who participate in California's Physical Fitness Testing are within the <i>Healthy</i>	Actual Annual Measurable Outcomes:	AYP was not published for our schools due to size. Average daily attendance through the last reporting month is There have been no expulsions in the district this year. 54.5% of grades 5, 7, and 9 students scored within the <i>Healthy Fitness Zone</i> in five of six areas in	

	<p><i>Fitness Zone</i> range in at least five of six areas.</p> <p>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.</p> <p>80% of English Learners in our county are reclassified Fluent English Proficient within five years of initial enrollment.</p> <p>80% of students in intensive intervention in ELA and/or mathematics achieve grade level competency within two years.</p> <p>100% of county employees participate in county-wide professional development activities.</p>		<p>spring of 2014.</p>
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**LCAP Year: 2014-15**

Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services		Estimated Actual Annual Expenditures
Professional Learning Community (PLC) activities are scheduled in the school calendar. Certificated staff will attend professional development programs/conferences.		\$ 2,500	Professional Learning Community (PLC) activities were scheduled in the school calendar. Certificated staff who attended professional development programs or conferences were compensated for their extra time.		
Scope of service:	All		Scope of service:	All	
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Continue to fund instructional aides to work with students who need academic support.		\$ 90,000	Funded instructional aides at all school sites.		\$ 90,000
Scope of service:	All		Scope of service:	All	
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Consider training a staff member to serve as the PE lead teacher for the County		--	Considered training a staff member to serve as the PE lead teacher, but decided not to pursue.		--

Scope of service:	All		Scope of service:	All	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> 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)_____		
Ensure that the adopted health curriculum is being delivered to students K-9.		--	Encouraged teachers to deliver health curriculum to all K-9 students.		--
Scope of service:	All K-9 students		Scope of service:	All K-9 students	
<input checked="" type="checkbox"/> ALL K-9 students			<input checked="" type="checkbox"/> ALL K-9 students		
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)_____		
Consider contracting for the services of a credentialed nurse.		\$ 6,000	Considered contracting for a credentialed nurse, but were able to cover needs with support from Sierra County Health Department Nurses.		--
Scope of service:	All		Scope of service:	All	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> 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?		We are eliminating the consideration of a lead PE teacher because we do not have a PE credentialed employee who is able to fill this position for our County or District. When students require adaptive PE, a contracted employee is hired to provide those services. We no longer have an imminent need for a school nurse because current staff has been trained to conduct annual health screenings, school secretaries have been trained in maintaining health records,			

	<p>and the Sierra County Health Department staff is providing support when needed. Changes in staffing may change the amount spent for intervention education. Because our schools are too small to receive AYP annual reports and because some of the metrics are no longer available, we will be looking carefully at how to determine if we are meeting our goals in the upcoming years.</p>
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Original GOAL from prior year LCAP:	All stakeholders are involved in promoting a district culture where student success is realized, communicated, and celebrated.		Related State and/or Local Priorities: 1 2 3☑ 4 5☑ 6☑ 7 8 COE only: 9☑ 10☑ Local: Specify
Goal Applies to:	Schools:	All	
Expected Annual Measurable Outcomes:	Applicable Pupil Subgroups:	All	<p>75% of significant subgroups are represented on the District Advisory Committee membership roll.</p> <p>Four District Advisory Committee meetings and monthly Sierra County Board of Trustee meetings are clearly indicated on the SCOE calendar posted on the SCOE website.</p> <p>25% of parents return the annual school climate survey.</p> <p>70% of students return the annual school climate survey.</p> <p>30 stakeholders participate in the annual LCAP Read, Review, and Recommend Community Forum.</p> <p>80% of foster parents participate in the annual telephone survey.</p> <p>85% of County staff receive training related to foster youth services.</p>
			<p>Actual Annual Measurable Outcomes:</p> <p>When considering foster youth, English Learners, and students with IEPs, all were represented at the District Advisory Committee.</p> <p>Monthly Sierra County Board of Trustee meetings were clearly posted on the calendar on the County website. One District Advisory Committee meeting was also posted and held.</p> <p>Because support personnel is limited and parents are able to access County administrators, this survey was not administered.</p> <p>Because support personnel is limited and students are able to access County administrators, this survey was not administered.</p> <p>More than 30 stakeholders participate in one of the Community Forum meetings held throughout the County.</p> <p>Because there are so few foster parents in our County (two families), their input was collected for this year when they enrolled their foster children in school.</p> <p>100% of school secretaries were trained related to enrolling foster youth in their schools.</p>

**LCAP Year: 2014-15**

Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services		Estimated Actual Annual Expenditures
Continue to promote and host District Advisory Committee meeting(s), promote and host Community Forums, maintain County website, contract for telecommunications equipment and services, and purchase supplies for communication with stakeholders.		\$ 5,200	Promoted and hosted District Advisory Committee meeting, promoted and hosted Community Forums, maintained County website, contracted for telecommunication equipment for all calls, maintained distance learning equipment and services, and purchased supplies for communication with stakeholders		\$ 5,200
Scope of service:	All		Scope of service:	All	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> 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)_____		
Provide funding for student awards.		\$ 1,200	Provided funding for student awards and programs.		\$ 800
Scope of service:	All		Scope of service:	All	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____			OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?			Because we have determined that there are limited personnel to conduct parent and student surveys and that we have good communication with parents and students on a regular basis, we will not be conducting annual surveys. At Community Forums, stakeholders expressed that they consider current meetings and informal communication sufficient. Training for staff on meeting		

needs of foster children and foster families has provided their needs and desires. Again, informal communication with the small number of foster families has been reliable and timely.

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	\$ _____

- 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.

	%
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### 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).

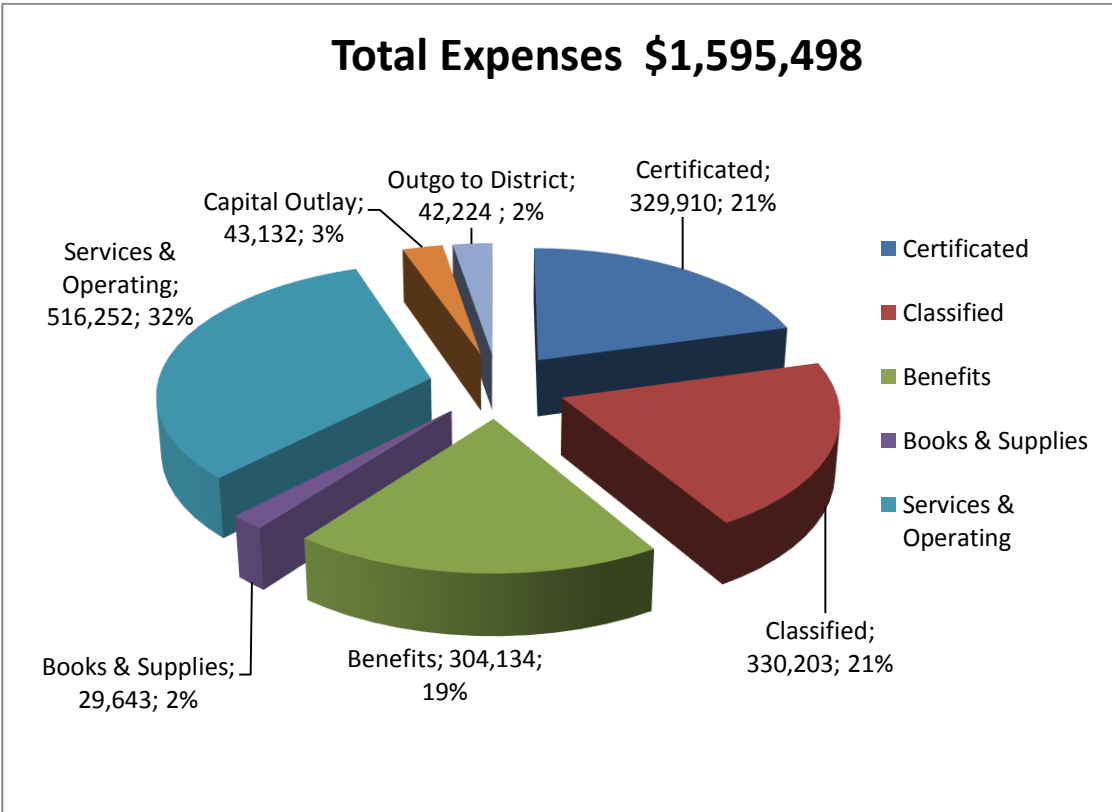
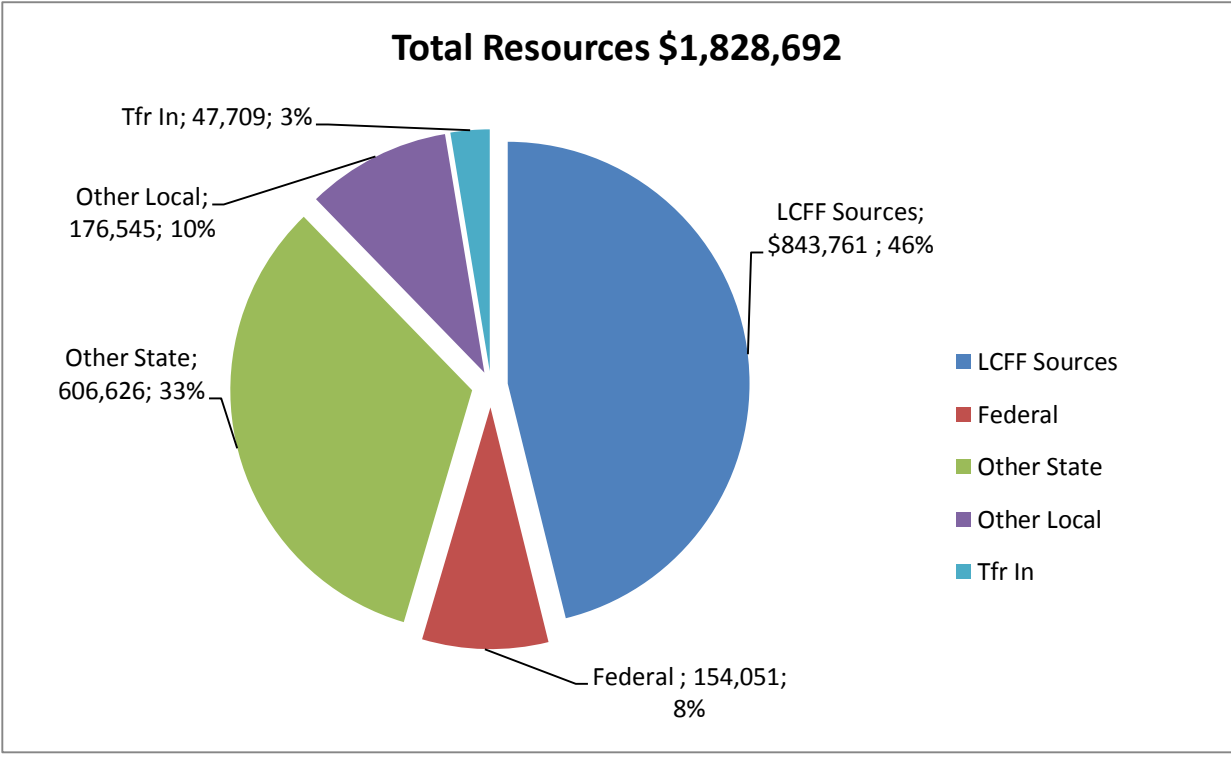
(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

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



01-13-15 [California Department of Education]

**Sierra County Office of Education  
2015-2016 Budget Narrative  
Presented May 12, 2015**



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

Fiscal Year	Amount
2012-13 actuals	48,594
2013-14 actuals	43,584
2014-15 projected*	(781)
2015-16 projected	233,194
2016-17 projected	178,900
2017-18 projected	161,330
2018-19 projected	167,906
2020-21 projected	151,805

**Projected Ending Fund Balance**

2012-13	\$1,974,524 actuals
2013-14	\$2,061,912 actuals
2014-15	\$2,221,584 estimated*
2015-16	\$2,452,348 estimated**
2016-17	\$2,620,491 estimated
2017-18	\$2,771,371 estimated
2018-19	\$2,929,244 estimated
2019-20	\$3,081,049 estimated

\* Projections differ than the SACS report due to manual modifications that are taken into consideration, such as, that not all revenue will be received, nor all expenses be expended.

\*\*Unspent Restricted Mental Health Special Education are reverted back to Grantor and reduces projected ending funds balance.

<b>Personnel</b>	<b>FTE</b>
Certificated	2.90
Superintendent	.15
SELPA Director	.60
Classified	3.94
Confidential	2.90

Fund 16, Secure Rural Schools reauthorized through Fiscal Year 2015/16. Estimated Revenue of \$47,709 for budget year, and \$13,360 thereafter. Fund balance is closed out annually to the General Fund.

**Multi-Year**

<i>Planning Factor</i>	2015-16	2016-17	2017-18	2018-19	2019-20
<b>COLA</b>	1.58%	2.17%	2.43%	2.8%	
<b>LCFF Gap Funding Percentage</b>	32.19%	23.71%	26.43%	11.31%	
<b>STRS Employer Rates</b>	10.73%	12.58%	14.43%	16.28%	18.13%
<b>PERS Employer Rates</b>	11.874%	15.00%	16.60%	18.20%	19.90%
<b>Lottery - unrestricted per ADA*</b>	\$128	\$128	\$128	\$128	\$128
<b>Lottery - Prop 20 per ADA*</b>	\$34	\$34	\$34	\$34	\$34
<b>Minimum Proportionality Percentage (MPP)</b>	2.31%	1.62%	1.85%	.79%	?
<b>Certificated 5% increase based on Premier</b>	\$16,985	\$17,512	\$18,066	\$18,647	\$19,258

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

**2015-2016 Budget**  
**For Fund 01, Resource 1400 Education Protection Account**

Description	Object Codes	Amount
<b>AMOUNT AVAILABLE FOR THIS FISCAL YEAR</b>		
Adjusted Beginning Fund Balance	9791-9795	0.00
Revenue Limit Sources	8010-8099	106,772.00
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
All Other Financing Sources and Contributions	8900-8999	0.00
Deferred Revenue	9650	0.00
<b>TOTAL AVAILABLE</b>		<b>106,772.00</b>
<b>EXPENDITURES AND OTHER FINANCING USES</b>		
<b>(Objects 1000-7999)</b>	Function Codes	
Instruction, Teachers	1000-1999	106,772.00
Instruction-Related Services		
Instructional Supervision and Administration	2100-2150	0.00
AU of a Multidistrict SELPA	2200	0.00
Instructional Library, Media, and Technology	2420	0.00
Other Instructional Resources	2490-2495	0.00
School Administration	2700	0.00
Pupil Services		
Guidance and Counseling Services	3110	0.00
Psychological Services	3120	0.00
Attendance and Social Work Services	3130	0.00
Health Services	3140	0.00
Speech Pathology and Audiology Services	3150	0.00
Pupil Testing Services	3160	0.00
Pupil Transportation	3600	0.00
Food Services	3700	0.00
Other Pupil Services	3900	0.00
Ancillary Services	4000-4999	0.00
Community Services	5000-5999	0.00
Enterprise	6000-6999	0.00
General Administration	7000-7999	0.00
Plant Services	8000-8999	0.00
Other Outgo	9000-9999	0.00
<b>TOTAL EXPENDITURES AND OTHER FINANCING USES</b>		<b>106,772.00</b>
<b>BALANCE (Total Available minus Total Expenditures and Other Financing Uses)</b>		<b>0.00</b>

SIERRA COUNTY SUPERINTENDENT OF SCHOOLS  
SIERRA COUNTY BOARD OF EDUCATION AND  
SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT GOVERNING BOARD  
TENTATIVE AGREEMENT  
SIERRA-PLUMAS TEACHERS ASSOCIATION  
FOR 2015-2016 SALARY AND BENEFITS

ARTICLE 12, Salary

1. Salary Schedule Cost of Living Adjustment (Article 12)  
Proposed: To provide a Cost of Living Adjustment (COLA) of 10% to the overall 2015-16 salary schedule.

**Employers agree to a 5% increase in the overall 2015-16 salary schedule.**

2. Extra Duty Sessions (Article 12.2C)  
Proposed: To increase extra duty sessions from \$20 for an eight-hour session to \$20 per hour, capped at no more than \$200 per day.

- A. Association Support for Extra Duty: The Association is to encourage cooperation of Unit Members and to provide support for the District or SCOE in securing adequate staffing for activities beyond the normal work day. (no change in language)

~~B. Length of Session: An extra duty session is an eight hour session or a portion thereof which is beyond the normal work day for Unit Members as defined in Article 3.~~

~~B. Compensation: Extra duty sessions shall be compensated at the rate of \$20.00 per session, with no more than three (3) sessions to be paid in any given 24 hour period.~~  
**Employees shall be compensated at a rate of \$20 per hour, capped at no more than \$200 per day.**

- C. Allowable Claims

Extra-duty sessions may be claimed for the following purposes only:

1. Supervision of students at extra-curricular activities;
2. The second or subsequent required attendance at Back-to-School night for personnel assigned to more than one school; and
3. Any job-related activities as mutually agreed upon by the Unit Member and the ~~building Principal~~ **Site Administrator** or the appropriate Superintendent.

**Employers agree to the compensated rate and change in language in Article 12.2 as stated.**

3. Salary Schedule Extension for Longevity (Article 12)  
Proposed: Extend the salary schedule (Article 12) through 25 years, over a two-year period.

Employers agree to add longevity Step 24 to Class VI and longevity Step 25 to Class VI on the certificated salary schedule effective July 1, 2015.

4. Extra Duty Sessions (Article 3)  
3.7A During normal working hours Unit Members may be assigned to extra or alternative duties by the ~~building Principal~~ **Site Administrator**, except where in conflict with the terms of this Article.

3.7B (new) The Site Administrator and unit Members shall meet at the beginning of the school year and as needed throughout the year so as to establish three (3) uncompensated extra duty assignments outside of the normal working day. Such duties may include but not limited to extracurricular programs for students, special school events, dance chaperone, gatekeeper/scorekeeper at athletic events, special tutoring programs established by the school or extracurricular organizations, school detention sessions, and theater practice sessions and performance.

Employers agree to the change in language as stated in 3.7A and to the addition of Article 3.7B to establish three (3) uncompensated extra duty sessions performed by certificated employees outside of the normal working day, as stated.

#### ARTICLE 1, Agreement

##### 1.3 Term of Agreement

This agreement shall remain in full force and effect through June 30, 2018.

#### ARTICLE 16, Duration of Agreement

16.1 This agreement represents the entire agreement between the District Board, SCOE, and the Association under the provisions of the "Act" and shall be in full force and effect from July 1, 2015 through June 30, 2018.

16.2 The parties agree that negotiations for 2015-2016 shall be closed. The parties agree to meet to discuss issues of mutual concern.

16.3 For 2016-2017 and 2017-2018 the parties agree to open Article 11 (Health Benefits), Article 12 (Salary), plus two articles of each parties choosing.

TENTATIVE AGREEMENT

The Employers propose that in mutual agreement with Sierra-Plumas Teachers Association, to close 2015-2016 school year negotiations through June 30, 2016.

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Joanne Nunes  
President, Sierra-Plumas Teachers Association

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Date

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Merrill M. Grant, Ed.D.  
Superintendent, Sierra County Office of Education  
Superintendent, Sierra-Plumas Joint Unified School District

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Date

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Michael I. Moore  
President, Sierra-Plumas Joint Unified School District  
Governing Board

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Date

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Timothy J. Driscoll  
President, Sierra County Board of Education

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Date

SIERRA COUNTY SUPERINTENDENT OF SCHOOLS/SIERRA COUNTY BOARD OF EDUCATION,  
AND  
SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT GOVERNING BOARD

**COMPLETION OF BARGAINING**  
SIERRA-PLUMAS TEACHERS' ASSOCIATION (S-PTA)  
FOR 2015-2016 SALARY AND BENEFITS

TENTATIVE AGREEMENT

By mutual agreement with Sierra-Plumas Teachers' Association (S-PTA) and Sierra County Superintendent of Schools/Sierra County Board of Education, AND Sierra-Plumas Joint Unified School District Governing Board, this Tentative Agreement shall conclude 2015-2016 school year negotiations through June 30, 2016.

The SIERRA-PLUMAS TEACHERS' ASSOCIATION (S-PTA) voluntarily accept and ratify the Tentative Agreement for 2015-2016 school year.

Accepted and Ratified  
For the S-PTA:

Accepted and Adopted  
For the Employer:

\_\_\_\_\_  
JoAnne Nunes, President  
Sierra-Plumas Teachers' Association

\_\_\_\_\_  
Date

\_\_\_\_\_  
Merrill M. Grant, Ed.D.  
Superintendent  
Sierra County Office of Education  
Sierra-Plumas Joint Unified School District

\_\_\_\_\_  
Date

\_\_\_\_\_  
Tim Driscoll, President  
Sierra County Board of Education

\_\_\_\_\_  
Date

\_\_\_\_\_  
Michael I. Moore, President  
Sierra-Plumas Joint Unified School District  
Governing Board

\_\_\_\_\_  
Date

Date presented to the Governing Board: \_\_\_\_\_

Date adopted by the Governing Board: \_\_\_\_\_



## **POLICY GUIDESHEET**

### **April 2015**

#### **BP/AR 0460 - Local Control and Accountability Plan**

(BP/AR revised)

Policy updated to reflect **NEW TITLE 5 REGULATIONS** (Register 2015, No. 2) which (1) present a template for the local control and accountability plan (LCAP), (2) define and give examples of the means by which districts may consult with students when developing the LCAP, (3) address the composition of the parent advisory committee and English learner parent advisory committee, and (4) require the County Superintendent of Schools to review district descriptions, if any, of districtwide or schoolwide services provided with local control funding formula (LCFF) supplemental or concentration funds. Regulation adds new section which addresses requirement for districts receiving LCFF supplemental or concentration funds to increase or improve services for "unduplicated students" and reflects **NEW TITLE 5 REGULATIONS** (Register 2015, No. 2) which specify the method for determining the percentage by which services for unduplicated students must be increased or improved above services provided to all students.

#### **BP/AR 0520.4 - Quality Education Investment Schools**

(BP/AR deleted)

Policy and regulation deleted since support programs for low-achieving schools identified under the Quality Education Investment Act are no longer being funded.

#### **BP 3312 - Contracts**

(BP revised)

Policy updated to reflect **NEW LAW** (AB 1584, 2014) which **mandates** policy when the district chooses to enter into a contract with a third party for digital storage, maintenance, or retrieval of student records. Policy also updates section for contracts for non-nutritious foods or beverages and adds new section reflecting requirements for contracts for personal services.

#### **AR 3514.2 - Integrated Pest Management**

(AR revised)

Regulation updated to reflect **NEW LAW** (SB 1405, 2014) which (1) requires certain persons to complete a Department of Pesticide Regulation (DPR) approved training course beginning July 1, 2016; (2) requires posting of the integrated pest management (IPM) plan on the school or district web site or distribution of the plan with the annual parental notification whenever a non-exempted pesticide will be used; (3) expands the content of the annual notification to include the Internet address where the school's IPM plan is posted, if applicable, and the opportunity to view the IPM plan in the school office; and (4) requires reporting to the DPR whenever the pesticide use is not otherwise reported by the pest control operator to county officials.

# Sierra County/Sierra-Plumas Joint USD

## Administrative Regulation

AR 0460

Philosophy, Goals, Objectives, and Comprehensive Plans \_\_\_\_\_ AR 0460

### LOCAL CONTROL AND ACCOUNTABILITY PLAN

#### Goals and Actions Addressing State and Local Priorities

The County/District's local control and accountability plan (LCAP) shall include, for the County/District and each County/District school: (Education Code 52060)

1. A description of the annual goals established for all students and for each numerically significant subgroup as defined in Education Code 52052, including ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, and foster youth. -The LCAP shall identify goals for each of the following state priorities:

- a. The degree to which County/District teachers are appropriately assigned in accordance with Education Code 44258.9 and fully credentialed in the subject areas and for the students they are teaching; every County/District student has sufficient access to standards-aligned instructional materials as determined pursuant to Education Code 60119; and school facilities are maintained in good repair as specified in Education Code 17002

*(cf. 1312.4 - Williams Uniform Complaint Procedures)*

*(cf. 3517 - Facilities Inspection)*

*(cf. 4112.2 - Certification)*

*(cf. 4113 - Assignment)*

*(cf. 6161.1 - Selection and Evaluation of Instructional Materials)*

- b. Implementation of the academic content and performance standards adopted by the State Board of Education (SBE), including how the programs and services will enable English learners to access the Common Core State Standards and the English language development standards for purposes of gaining academic content knowledge and English language proficiency

*(cf. 6011 - Academic Standards)*

*(cf. 6174 - Education for English Language Learners)*

- c. Parent/guardian involvement, including efforts the County/District makes to seek parent/guardian input in County/District and school site decision making and how the County/District will promote parent/guardian participation in programs for unduplicated students, as defined in Education Code 42238.02 and Board policy

*(cf. 3553 - Free and Reduced Price Meals)*

*(cf. 6020 - Parent Involvement)*

~~*(cf. 6159 - Individualized Education Program)*~~

(cf. 6173.1 - Education for Foster Youth)

- d. Student achievement, as measured by all of the following as applicable:
- (1) Statewide assessments of student achievement
  - (2) Academic Performance Index
  - (3) The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study that satisfy specified requirements and align with SBE-approved career technical education standards and frameworks, including, but not limited to, those described in Education Code 52302, 52372.5, or 54692
  - (4) The percentage of English learners who make progress toward English proficiency as measured by the SBE-certified assessment of English proficiency
  - (5) The English learner reclassification rate
  - (6) The percentage of students who have passed an ~~advanced placement~~Advanced Placement examination with a score of 3 or higher
  - (7) The percentage of students who participate in and demonstrate college preparedness in the Early Assessment Program pursuant to Education Code 99300-99301

(cf. 0500 - Accountability)

(cf. 6141.5 - Advanced Placement)

(cf. 6162.5 - Student Assessment)

(cf. 6162.51 - ~~Standardized Testing and Reporting Program~~State Academic Achievement Tests)

(cf. 6178 - Career Technical Education)

- e. Student engagement, as measured by school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, and high school graduation rates, as applicable

(cf. 6146.1 - High School Graduation Requirements)

(cf. 5113.1 - Chronic Absence and Truancy)

(cf. 5147 - Dropout Prevention)

~~(cf. 5149 - At Risk Students)~~

- f. School climate, as measured by student suspension and expulsion rates and other local measures, including surveys of students, parents/guardians, and teachers on the sense of safety and school connectedness, as applicable

(cf. 5137 - Positive School Climate)

(cf. 5144 - Discipline)

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

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

- g. The extent to which students have access to and are enrolled in a broad course of study that includes all of the subject areas described in Education Code 51210 and 51220, as applicable, including the programs and services developed and provided to unduplicated students and students with disabilities, and the programs and services that are provided to benefit these students as a result of supplemental and concentration ~~grant~~ funding pursuant to Education Code 42238.02 and 42238.03

(cf. 6143 - Courses of Study)

(cf. 6159 - Individualized Education Program)

- h. Student outcomes, if available, in the subject areas described in Education Code 51210 and 51220, as applicable

2. Any goals identified for any local priorities established by the Board.

(cf. 0200 - Goals for the School ~~County~~/District)

3. A description of the specific actions the County/District will take during each year of the LCAP to achieve the identified goals, including the enumeration of any specific actions necessary for that year to correct any deficiencies in regard to the state and local priorities specified in items #1-2 above. Such actions shall not supersede provisions of existing collective bargaining agreements within the County/District.

For purposes of the descriptions required by items #1-3 above, the Board may consider qualitative information, including, but not limited to, findings that result from any school quality reviews conducted pursuant to Education Code 52052 or any other reviews. (Education Code 52060)

For any local priorities addressed in the LCAP, the Board and Superintendent or designee shall identify and include in the LCAP the method for measuring the County/District's progress toward achieving those goals. (Education Code 52060)

To the extent practicable, data reported in the LCAP shall be reported in a manner consistent with how information is reported on a school accountability report card. (Education Code 52060)

(cf. 0510 - School Accountability Report Card)

### **Increase or Improvement in Services for Unduplicated Students**

Note: The following section is for use by districts that receive LCFE supplemental and/or concentration funds. Such districts are required to increase or improve services for unduplicated students in proportion to the increase in funds apportioned on the basis of the number and concentration of unduplicated students; see BP 3100 - Budget, 5 CCR 15494-15496, as amended by Register 2015, No. 2, specify the method for determining the percentage by which services for unduplicated students must be increased or improved above services provided to all students in the fiscal year.

The LCAP shall demonstrate how the district will increase or improve services for unduplicated students at least in proportion to the increase in funds apportioned on the basis of the number and concentration of unduplicated students. (5 CCR 15494-15496)

When the district expends supplemental and/or concentration funds on a districtwide or schoolwide basis during the year for which the LCAP is adopted, the district's LCAP shall: (5 CCR 15496)

1. Identify those services that are being funded and provided on a districtwide or schoolwide basis
2. Describe how services are principally directed towards, and are effective in, meeting the district's goals for unduplicated students in the state priority areas and any local priority areas
3. If the enrollment of unduplicated students is less than 55 percent of district enrollment or less than 40 percent of school enrollment, describe how these services are the most effective use of the funds to meet the district's goals for its unduplicated students in the state priority areas and any local priority areas. The description shall provide the basis for this determination, including, but not limited to, any alternatives considered and any supporting research, experiences, or educational theory. (5 CCR 15496)

### **Annual Updates**

On or before July 1 of each year, the LCAP shall be updated using the template ~~developed by the SBE~~ in 5 CCR 15497.5 and shall include all of the following: (Education Code 52061)

1. A review of any changes in the applicability of the goals described in the existing LCAP pursuant to the section "~~Content of the Plan~~Goals and Actions Addressing State and Local Priorities" above
2. A review of the progress toward the goals included in the existing LCAP, an assessment of the effectiveness of the specific actions described in the existing LCAP toward achieving the goals, and a description of changes to the specific actions the ~~County/District~~district will make as a result of the review and assessment
3. A listing and description of the expenditures for the fiscal year implementing the specific actions included in the LCAP and the changes to the specific actions made as a result of the reviews and assessment required by items #1-2 above
4. A listing and description of expenditures for the fiscal year that will serve unduplicated students and students redesignated as fluent English proficient

### **Availability of the Plan**

The Superintendent or designee shall post the LCAP and any updates or revisions to the LCAP on the County/District's web site. (Education Code 52065)

*(cf. 1113 - District and School Web Sites)*

Regulation  
approved: December 10, 2013  
revised: May 12, 2015

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

# Sierra County/Sierra-Plumas Joint USD

## Board Policy

### Local Control And Accountability Plan

BP 0460

Philosophy, Goals, Objectives, and Comprehensive Plans \_\_\_\_\_ BP 0460(a)

#### LOCAL CONTROL AND ACCOUNTABILITY PLAN

The Governing Board desires to ensure the most effective use of available ~~state~~ funding to improve outcomes for all students. A community-based, comprehensive, data-driven planning process shall be used to identify annual goals and specific actions ~~aligned with state and local priorities~~ and to facilitate continuous improvement of County/District practices.

*(cf. 0000 - Vision)*

*(cf. 0200 - Goals for the School District)*

Note: Pursuant to Education Code 52060, the LCAP must include goals and actions aligned with eight state priorities related to (1) the degree to which teachers are appropriately assigned and fully credentialed, students have sufficient access to standards-based instructional materials, and facilities are maintained in good repair; (2) implementation of and student access to state academic content and performance standards; (3) parent/guardian involvement; (4) student achievement; (5) student engagement; (6) school climate; (7) student access to and enrollment in a broad course of study, including programs and services provided to benefit low-income students, English learners, and/or foster youth (i.e., "unduplicated students" for purposes of the local control funding formula); and (8) student outcomes in the specified course of study. The LCAP template in 5 CCR 15497.5, as added by Register 2015, No. 2, presents guiding questions to consider in plan development and groups these priorities into categories of Conditions of Learning, Pupil Outcomes, and Engagement. See the accompanying administrative regulation for further information about the required content of the LCAP.

Education Code 52060 provides that, in addition to addressing the state priorities in the LCAP, the district may establish and address local priorities. Examples include priorities for student wellness and other conditions of children, professional development, community involvement, and effective governance and leadership.

The Board shall adopt a County/Districtwide local control and accountability plan (LCAP), ~~using following~~ the template provided ~~by the State Board of Education, which in 5 CCR 15497.5, that~~ addresses the state priorities ~~specified~~ in Education Code 52060 ~~and any local priorities adopted by the Board~~. The LCAP shall be ~~effective for three years and shall be~~ updated on or before July 1 of each year ~~and, like the district budget, shall cover the next fiscal year and subsequent two fiscal years.~~ (Education Code 52060; 5 CCR 15497.5)

*(cf. 3100 - Budget)*

~~In addition, the LCAP shall address any local priorities adopted by the Board.~~

The LCAP shall focus on improving outcomes for all students, particularly those who are "unduplicated students" and other underperforming students.

*Unduplicated students* include students who are eligible for free or reduced-price meals, English learners, and foster youth and are counted only once for purposes of the local control funding formula. (Education Code 42238.02)

(cf. 3553 - *Free and Reduced Price Meals*)  
 (cf. 6173.1 - *Education for Foster Youth*)  
 (cf. 6174 - *Education for English Language Learners*)

~~To minimize duplication of effort and provide clear direction for program implementation, the LCAP and other County/District and school plans shall be aligned to the extent possible.~~

Note: Education Code 52062 requires the district to ensure that the specific actions included in the LCAP are consistent with strategies in the single plan for student achievement (SPSA) submitted by each school pursuant to Education Code 64001; see BP/AR 0420 - School Plans/Site Councils for SPSA requirements. In addition, the LCAP template in 5 CCR 15497.5 allows for the LCAP to be supplemented with information contained in other plans, including the Title I local educational agency plan required by 20 USC 6312 (see BP/AR 6171 - Title I Programs).

~~(cf. 0400 - *Comprehensive Plans*)~~  
~~(cf. 0440 - *District Technology Plan*)~~  
~~(cf. 0450 - *Comprehensive Safety Plan*)~~  
~~(cf. 5030 - *Student Wellness*)~~  
~~(cf. 6171 - *Title I Programs*)~~  
~~(cf. 7110 - *Facilities Master Plan*)~~

The Superintendent or designee shall review the single plan for student achievement (SPSA) submitted by each district school pursuant to Education Code 64001 to ensure that the specific actions included in the LCAP ~~or the annual update~~ are consistent with strategies included in the SPSA. (Education Code 52062)

(cf. 0420 - *School Plans/Site Councils*)

The LCAP shall also be aligned with other district and school plans to the extent possible in order to minimize duplication of effort and provide clear direction for program implementation.

(cf. 0400 - *Comprehensive Plans*)  
(cf. 0440 - *District Technology Plan*)  
(cf. 0450 - *Comprehensive Safety Plan*)  
(cf. 5030 - *Student Wellness*)  
(cf. 6171 - *Title I Programs*)  
(cf. 7110 - *Facilities Master Plan*)

Any complaint that the County/District has not complied with legal requirements pertaining to the LCAP may be filed pursuant to AR 1312.3 - Uniform Complaint Procedures. (Education Code 52075)

(cf. 1312.3 - *Uniform Complaint Procedures*)

## **Plan Development**

The Superintendent or designee shall gather data and information needed for effective and meaningful plan development and present it to the Board and community. –Such data and information shall include, but not be limited to, data regarding the numbers of students in various student subgroups, disaggregated data on student achievement levels, and information about current programs and expenditures.

Note: Education Code 52060 requires consultation on plan development with all of the groups listed below. The Board may delegate responsibility for arranging meetings and other input opportunities to the Superintendent or designee.

5 CCR 15495, as amended by Register 2015, No. 2, defines what it means to consult with students, including unduplicated students and other numerically significant student subgroups, and gives examples of methods that may be used for this consultation. Pursuant to Education Code 52052, a numerically significant subgroup includes ethnic subgroups, students with disabilities, socioeconomically disadvantaged students, English learners, and foster youth, when there are at least 30 students in the subgroup (or 15 foster youth) in the school or district. For schools or districts with 11-99 students, numerically significant student subgroups are defined by the Superintendent of Public Instruction (SPI) with approval of the State Board of Education (SBE).

State regulations do not provide examples of consultation with groups other than students, but consultations might include the establishment of an advisory committee consisting of representatives of all the specified groups, solicitation of feedback from the groups after a draft plan is available, discussion of the LCAP at staff meetings, and communication with parent organizations, student councils, school site councils, or other established committees or organizations.

The district may expand the following paragraph to reflect district practice.

The Board shall consult with teachers, principals, administrators, other school personnel, employee bargaining units, parents/guardians, and students in developing the LCAP. ~~(Education Code 52060~~Consultation with students shall enable unduplicated students and other numerically significant student subgroups to review and comment on LCAP development and may include surveys of students, student forums, student advisory committees, and/or meetings with student government bodies or other groups representing students. (Education Code 52060; 5 CCR 15495)

*(cf. 1220 - Citizen Advisory Committees)*

*(cf. 4140/4240/4340 - Bargaining Units)*

~~*(cf. 4143/4243 - Negotiations/Consultation)*~~

*(cf. 6020 - Parent Involvement)*

## **Public Review and Input**

~~The Board shall establish the following committee(s) to review and comment on the LCAP: (Education Code 52063)~~

~~A parent advisory committee including at least one parent/guardian of unduplicated students as defined above~~

Note: Pursuant to Education Code 52063 and 5 CCR 15495, as amended by Register 2015, No. 2, the Board is required to establish a parent advisory committee that is composed of a majority of parents/guardians and includes at least one parent/guardian of an unduplicated student. In addition, if district enrollment includes at least 15



percent English learners, with at least 50 students who are English learners, the Board is required to establish an English learner parent advisory committee which, pursuant to 5 CCR 15495 as amended, must include a majority of parents/guardians of English learners. The district may use existing parent advisory committees for these purposes if the committee composition complies with Education Code 52063 and 5 CCR 15945. However, the district should consider whether such opportunities need to be expanded to achieve significant levels of stakeholder involvement in the planning process as intended by the law.

The Board shall establish a parent advisory committee to review and comment on the LCAP. The committee shall be composed of a majority of parents/guardians and shall include at least one parent/guardian of an unduplicated student as defined above. (Education Code 52063; 5 CCR 15495)

Whenever district enrollment includes at least 15 percent English learners, with at least 50 students who are English learners, the Board shall establish an English learner parent advisory committee composed of a majority of parents/guardians of English learners. (Education Code 52063; 5 CCR 15495)

The Superintendent or designee shall present the LCAP ~~or the annual update~~ to the committee(s) before it is submitted to the Board for adoption, and shall respond in writing to comments received from the committee(s). (Education Code 52062)

Note: Education Code 52062 requires notification to the public of the opportunity to submit written comments on the proposed LCAP, including notification in the primary language of parents/guardians when required by Education Code 48985. Pursuant to Education Code 48985, whenever 15 percent or more of the students in a school speak a single primary language other than English, notifications sent to parents/guardians of such students must be written in the primary language as well as in English; see BP 5145.6 - Parental Notifications.

The Superintendent or designee shall notify members of the public of the opportunity to submit written comments regarding the specific actions and expenditures proposed to be included in the LCAP ~~or the annual update to the LCAP.~~ The notification shall be provided using the most efficient method of notification possible, which may not necessarily include producing printed notices or sending notices by mail. All written notifications related to the LCAP ~~or the annual update~~ shall be provided in the primary language of parents/guardians when required by Education Code 48985. (Education Code 52062)

*(cf. ~~5145.6 - Parental Notifications~~)*

Note: Pursuant to Education Code 42127, the Board cannot adopt a district budget until the LCAP is in place for the budget year; see BP 3100 - Budget. The budget must include the expenditures necessary to implement the plan that is effective during the subsequent fiscal year. If it does not, the County Superintendent of Schools will disapprove the district's budget.

The Board shall hold at least one public hearing to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the LCAP ~~or the annual update.~~ The public hearing shall be held at the same meeting as the ~~public budget~~ hearing required ~~prior to the adoption of the County/District budget in accordance with pursuant to~~ Education Code 42127 and AR 3100 - Budget.- (Education Code 42127, 52062)

*(cf. ~~3100 - Budget~~)*

~~(cf. 3460—Financial Reports and Accountability)  
(cf. 9320 - Meetings and Notices)~~

### **Adoption of the Plan**

~~Prior~~The Board shall adopt the LCAP prior to adopting the County/District budget, but at the same public meeting, ~~the Board shall adopt the LCAP or the annual update.~~ This meeting shall be held after the public hearing described above, but not on the same day as the hearing. ~~(Education Code 52062)~~

The Board may adopt revisions to the LCAP at any time during the period in which the plan is in effect, provided the Board follows the process to adopt the LCAP pursuant to Education Code 52062 and the revisions are adopted in a public meeting. (Education Code 52062)

### **Submission of Plan to County Superintendent of Schools**

Note: Education Code 52070 requires the district to submit the LCAP to the County Superintendent. The County Superintendent may seek written clarification of the contents of the plan and may submit recommendations for amendments as provided below. He/she is required to approve the LCAP on or before October 8 if he/she determines that (1) the LCAP adheres to the template in 5 CCR 15497.5 as added by Register 2015, No. 2; (2) the district budget includes expenditures sufficient to implement the specific actions in the LCAP; and (3) the LCAP adheres to supplemental and concentration grant expenditure requirements specified in Education Code 42238.07 for unduplicated students. In determining whether the district has fully demonstrated that it will use supplemental and concentration funds to increase or improve services for unduplicated students, 5 CCR 15497, as added by Register 2015, No. 2, requires the County Superintendent to review any descriptions of districtwide or schoolwide services provided.

Not later than five days after adoption of the LCAP ~~or the annual update to the LCAP~~, the Board shall file the LCAP ~~or the annual update~~ with the County Superintendent of Schools. (Education Code 52070)

If the County Superintendent sends, by August 15, a written request for clarification of the contents of the LCAP ~~or the annual update~~, the Board shall respond in writing within 15 days of the request. If the County Superintendent then submits recommendations for amendments to the LCAP within 15 days of receiving the Board's response, the Board shall consider those recommendations in a public meeting within 15 days of receiving the recommendations. (Education Code 52070)

### **Monitoring Progress**

Note: The following **optional** paragraph may be revised to reflect the district's timeline for reviewing evaluations of the progress and effectiveness of strategies included in the LCAP. Such reports should be provided to the Board in sufficient time to allow for any necessary changes in the annual update to the LCAP by July 1 of each year, as required by Education Code 52060-52061.

Pursuant to Education Code 52064.5, the SBE is required to adopt evaluation rubrics by October 1, 2015, to assist districts in evaluating their strengths, weaknesses, and areas that require improvement. The rubrics will include all of the state priorities described in Education Code 52060, SBE standards for district and school performance, and SBE expectations for improvement in regard to those state priorities.

The Superintendent or designee shall report to the Board, at least annually in accordance with the timeline and indicators established by him/her and the Board, regarding the County/District's progress toward attaining each goal identified in the LCAP. Evaluation data shall be used to recommend any necessary revisions to the LCAP.

(cf. 0500 - Accountability)

### Technical Assistance/Intervention

Note: Pursuant to Education Code 52071, the Board may, at its discretion and at the district's expense, request technical assistance as described in items #1-3 below. In addition, the County Superintendent is required to provide such technical assistance whenever he/she does not approve the district's LCAP and/or the district fails to improve student achievement across more than one state priority described in Education Code 52060, as determined using the SBE evaluation rubric.

When it is in the best interest of the County/District, the Board may submit a request to the County Superintendent for technical assistance, including, but not limited to: (Education Code 52071)

1. Assistance in the identification of County/District strengths and weaknesses in regard to state priorities and review of effective, evidence-based programs that apply to the County/District's goals
2. Assistance from an academic expert, team of academic experts, or another County/District in the county in identifying and implementing effective programs to improve the outcomes for student subgroups
3. Advice and assistance from the California Collaborative for Educational Excellence established pursuant to Education Code 52074

In the event that the County Superintendent requires the County/District to receive technical assistance pursuant to Education Code 52071, the Board shall review all recommendations received from the County Superintendent or other advisor and shall consider revisions to the LCAP as appropriate in accordance with the process specified in Education Code 52062.

Note: Education Code 52072 provides that the SPI, with approval of the SBE, may intervene when a district meets both of the following criteria: (1) the district did not improve the outcomes for three or more student subgroups identified pursuant to Education Code 52052, or all of the student subgroups if the district has fewer than three subgroups, in regard to more than one state or local priority in three out of four consecutive school years; and (2) the California Collaborative for Educational Excellence (CCEE) has provided advice and assistance to the district and submits a finding that the district failed or is unable to implement the CCEE's recommendations or that the district's inadequate performance is so persistent or acute as to require intervention. For any district identified as needing intervention, the SPI or an academic trustee appointed by the SPI may, with approval of the SBE, take one or more of the actions listed in items #1-3 below.

If the Superintendent of Public Instruction (SPI) identifies the County/District as needing intervention pursuant to Education Code 52072, the County/District shall cooperate with any action taken by the SPI or any academic advisor appointed by the SPI, which may include one or more of the following:

1. Revision of the County/District's LCAP
2. Revision of the County/District's budget in accordance with changes in the LCAP
3. A determination to stay or rescind any County/District action that would prevent the County/District from improving outcomes for all student subgroups, provided that action is not required by a collective bargaining agreement

*Legal Reference:*

EDUCATION CODE

305-306 English language education

17002 State School Building Lease-Purchase Law, including definition of good repair

41020 Audits

42127 Public hearing on budget adoption

42238.01-42238.07 Local control funding formula

44258.9 County superintendent review of teacher assignment

48985 Parental notices in languages other than English

51210 Course of study for grades 1-6

51220 Course of study for grades 7-12

52052 Academic Performance Index; numerically significant student subgroups

52060-52077 Local control and accountability plan

52302 Regional occupational centers and programs

52372.5 Linked learning pilot program

54692 Partnership academies

60119 Sufficiency of textbooks and instructional materials; hearing and resolution

60605.8 California Assessment of Academic Achievement; Academic Content Standards Commission

60811.3 Assessment of language development

64001 Single plan for student achievement

99300-99301 Early Assessment Program

CODE OF REGULATIONS, TITLE 5

15494-15497.5 Local control and accountability plan and spending requirements

UNITED STATES CODE, TITLE 20

6312 Local educational agency plan

6826 Title III funds, local plans

*Management Resources:*

CSBA PUBLICATIONS

Impact of Local Control Funding Formula on Board Policies, November 2013

Local Control Funding Formula 2013, Governance Brief, August 2013

State Priorities for Funding: The Need for Local Control and Accountability Plans, Fact Sheet, August 2013

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

California School Accounting Manual

WEB SITES

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

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

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

Policy

adopted: December 10, 2013

Revised: May 12, 2015

Loyalton, California

# Sierra County/Sierra-Plumas Joint USD

## Board Policy

### Contracts

BP 3312

Business and Noninstructional Operations BP 3312(a)

### CONTRACTS

The Governing Board recognizes its responsibility to enter into contracts on behalf of the district for the acquisition of equipment, supplies, services, and other resources necessary for the achievement of district goals. In exercising this authority to enter into a contract, the Board may, by a majority vote, delegate this power to the Superintendent or designee. To be valid or to constitute an enforceable obligation against the district, all contracts must be approved and/or ratified by the Board. (Education Code 17604) shall ensure that the district's interest is protected and that the terms of the contract conform to applicable legal standards, including the bidding requirements in Public Contract Code 20111.

~~(cf. 3300—Expenditures/Expending Authority)~~

~~(cf. 3314—Payment for Goods and Services)~~

~~(cf. 3400—Management of District Assets/Accounts)~~

~~All contracts between the district and outside agencies shall conform to standards required by law and shall be prepared under the direction of the Superintendent or designee.~~

~~(cf. 2121- Superintendent's Contract)~~

~~(cf. 4312.1 - Contracts)~~

~~(cf. 9124 - Attorney)~~

~~When required by law, contracts and subcontracts made by the district for public works or for goods or services shall contain a nondiscrimination clause prohibiting discrimination by contractors or subcontractors. The nondiscrimination clause shall contain a provision requiring contractors and subcontractors to give written notice of their obligations to labor organizations with which they have a collective bargaining or other agreement. (Government Code 12990)~~

~~(cf. 0410—Nondiscrimination in District Programs and Activities)~~

The district shall not Board may, by a majority vote, delegate to the Superintendent or designee the authority to enter into a contract that prohibits a school employee from disparaging the goods or services contracts on behalf of the district. To be valid or to constitute an enforceable obligation against the district, all such contracts must be approved and/or ratified by the Board.

~~(cf. 3300 - Expenditures and Purchases)~~

~~(cf. 3314 - Payment for Goods and Services)~~

~~contracting party. (~~

### ~~Contracts for Non-Nutritious Foods or Beverages~~

Effective July 1, 2007, the district or school shall not enter into or renew a contract for the sale of foods Every contract entered into on behalf of the district shall be made available for public inspection, except when the

law prohibits disclosure. No contract shall prohibit a district employee from disparaging the goods or services of any contracting party.

*(cf. 1340 - Access to District Records)*

## Contracts for Non-nutritious Foods or Beverages

The~~(cf. 3554 - Other Food Sales)~~

~~In accordance with the dates specified in law, the district or a district school shall not enter into or renew a contract for the sale of foods or beverages that do not meet the applicable nutritional standards specified in Education Code 49431.5-49431.7, 5 CCR 15500-15501 or 15575-15578, or 7 CFR 210.11 or 220.12, unless the contract specifies that such sales will occur off campus or outside the time restriction specified in the applicable law.~~

*(cf. 3554 - Other Food Sales)*

~~(cf. later than one half hour after~~*3555 - Nutrition Program Compliance)*

Before the district ~~or a district school~~ enters into or renews a contract that grants exclusive or nonexclusive advertising or sale of carbonated beverages, non-nutritious beverages, or non-nutritious ~~food~~foods as defined in law, the Board shall ensure that the district has sufficient internal controls in place to protect the integrity of public funds and to ensure that funds raised as a result of the contract benefit public education. (Education Code 35182.5)

The Superintendent or designee shall develop the district's internal control procedures to protect the integrity of public funds. Such internal controls may include, but not be limited to, the following:

1. ~~1. Control procedures~~Procedures that produce accurate and reliable financial statements and, at the same time, safeguard the assets, financial resources, and integrity of every employee responsible for handling money or property. ~~Control systems shall be systematically evaluated and revised to keep pace with the changing responsibilities of management.~~

*(cf. 3100 - Budget)*

*(cf. 3400 - Management of District Assets/Accounts)*

*(cf. 3460 - Financial Reports and Accountability)*

2. ~~2. Procedures to ensure that district personnel do not handle cash or product at the school site. The contract shall specify that the vendor stock the machines and shall provide cash accounting, along with a check, for district proceeds directly to the control office.~~

To ensure that funds raised by the contract benefit district schools and students:

1. The Superintendent or designee may invite parents/guardians, students, staff, and interested community members to make recommendations regarding the contract, including recommendations as to how the funds will be spent in a manner that benefits public education.

*(cf. 1220 - Citizen Advisory Committees)*

2. Prior to ratifying the contract, the Board shall designate the specific programs and activities that will be funded by the proceeds of the contract and consider how the contract reflects the district's vision and goals.



(cf. 0000 - Vision)  
(cf. 0100 - Philosophy)  
(cf. 0200 - Goals for the School District)

- 3. The contract shall specify that the contractor report, on a quarterly basis, to the Superintendent or designee the number of food items or beverages sold within the district and the amount of money raised by the sales. The Superintendent or designee shall report these amounts to the Board on a regular basis.
- 4. The Superintendent or designee shall ensure that the contract does not limit the ability of student and parent organizations to plan and operate fundraising activities.

(cf. 1230 - School-Connected Organizations)  
(cf. 1321 - Solicitation of Funds from and by Students)

Any contract for the sale or advertisement of non-nutritious foods or carbonated or non-nutritious beverages ~~(cf. 3290 - Gifts, Grants and Bequest)~~ The contract shall be entered into on a competitive bid basis pursuant to Public Contract Code 20111 or through the issuance of a Request for Proposal. (Education Code 35182.5)

(cf. 3311 - Bids)

The Board shall not enter into or renew any contract that grants exclusive or nonexclusive advertising or sale of carbonated beverages, non-nutritious beverages, or non-nutritious ~~food~~foods until parents/guardians, students, and members of the public have had an opportunity to comment on the contract at a public hearing held during a regularly scheduled ~~board meeting or as otherwise authorized by Education Code 35182.5.~~Board meeting. The Board shall clearly, and in a manner recognizable to the general public, identify in the agenda the contract to be discussed at the meeting. (Education Code 35182.5).

(cf. 9322 - Agendas/Meeting Materials)  
(cf. 9323 - Meeting Conduct)

The public hearing shall include, but not be limited to, a discussion of the nutritional value of ~~food~~foods and beverages sold within the district; the availability of fresh fruit, vegetables, and grains in school meals and snacks, including locally grown and organic produce; the amount of fat, sugar, and additives in the ~~food~~foods and beverages discussed; and barriers to student participation in school breakfast and lunch programs. (Education Code 35182.5)

(cf. 5030 - Student Wellness)

The contract shall be accessible to the public and may not include a confidentiality clause that would prevent the district or a district school from making any part of the contract public. (Education Code 35182.5)

~~(cf. 1340 - Access to District Records)~~

**Contracts for Electronic Products or Services**

The Board shall not enter into a contract for electronic products or services that requires the dissemination of advertising to students, unless the Board: (Education Code 35182.5)

- 1.- Enters into the contract at a noticed, public hearing of the Board.

(cf. 9320 - Meetings and Notices)

2.- \_\_\_ Makes a finding that the electronic product or service is or would be an integral component of the education of students.

(cf. 0440 - District Technology Plan)

~~(cf. 6162.7 - Use of Technology in Instruction)~~

3.- \_\_\_ Makes a finding that the district cannot afford to provide the electronic product or service unless it contracts to permit dissemination of advertising to students.

(cf. 1325 - Advertising and Promotion)

4.- \_\_\_ As part of the district's normal, ongoing communication to parents/guardians, provides written notice that the advertising will be used in the classroom or other learning center.

(cf. 5145.6 - Parental Notifications)

5.- \_\_\_ Offers parents/guardians the opportunity to request in writing that their child not be exposed to the program that contains the advertising. ~~Any~~ request shall be honored for the school year in which it is submitted, or longer if specified, but may be withdrawn by the parents/guardians at any time.

### **Contracts for Digital Storage and Maintenance of Student Records**

The district may enter into or renew a contract with a third party for the purpose of providing services, including cloud-based services, for the digital storage, management, and retrieval of student records and/or to provide digital educational software that authorizes a third-party provider of digital educational software to access, store, and use student records. For these purposes, student records include any information maintained by the district that is directly related to a student and any information acquired directly from the student through the use of instructional software or applications assigned to the student by a teacher or other district employee, and do not include de-identified information. (Education Code 49073.1)

(cf. 5125 - Student Records)

Any such contract shall contain all of the following: (Education Code 49073.1)

1. A statement that student records continue to be the property of and under the control of the district
2. If applicable, a description of the means by which students may retain possession and control of their own student-generated content, as defined in Education Code 49073.1, including options by which a student may transfer student-generated content to a personal account
3. A prohibition against the third party using any information in the student record for any purpose other than those required or specifically permitted by the contract
4. A description of the procedures by which a parent/guardian or a student age 18 years or older may review personally identifiable information in the student's records and correct erroneous information
5. A description of the actions the third party will take, including the designation and training of responsible individuals, to ensure the security and confidentiality of student records



6. A description of the procedures for notifying the affected parent/guardian, or the affected student if age 18 years or older, in the event of an unauthorized disclosure of the student's records
7. A certification that a student's records shall not be retained or available to the third party upon completion of the terms of the contract and a description of how that certification will be enforced, except that these requirements shall not apply to student-generated content if the student chooses to establish or maintain an account with the third party for the purpose of storing that content
8. A description of how the district and the third party will jointly ensure compliance with the federal Family Educational Rights and Privacy Act, 20 USC 1232g
9. A prohibition against the third party using personally identifiable information in student records to engage in targeted advertising

### **Contracts for Personal Services**

In order to achieve cost savings, the district may enter into or renew a contract for any personal service that is currently or customarily performed by classified employees, if the contract does not displace school district employees and meets other conditions specified in Education Code 45103.1. To enter into or renew such a contract, the Board shall ensure that the district meets the numerous conditions specified in Education Code 45103.1.

*(cf. 4200 - Classified Personnel)*

In addition, the district may enter into or renew any contract for personal service without meeting the conditions described above, if any of the following conditions exists: (Education Code 45103.1)

1. The contract is for new district functions and the Legislature has specifically mandated or authorized the performance of the work by independent contractors.
2. The services contracted are not available within the district, cannot be performed satisfactorily by district employees, or are of such a highly specialized or technical nature that the necessary expert knowledge, experience, and ability are not available through the district.
3. The services are incidental to a contract for the purchase or lease of real or personal property, including, but not be limited to, agreements to service or maintain office equipment or computers that are leased or rented.
4. The district's policy, administrative, or legal goals and purposes cannot be accomplished through the utilization of persons selected pursuant to the regular or ordinary district hiring process.
5. The nature of the work is such that the criteria for emergency appointments, as defined in Education Code 45103.1, apply.
6. The contractor will provide equipment, materials, facilities, or support services that could not feasibly be provided by the district in the location where the services are to be performed.
- 4.7. The services are of such an urgent, temporary, or occasional nature that the delay that would result from using the district's regular or ordinary hiring process would frustrate their very purpose.

*Legal Reference:*EDUCATION CODE200-262.4 *Prohibition of discrimination on the basis of sex*14505 *Provisions required in contracts for audits*17595-17606 *Contracts*35182.5 *Contract prohibitions*45103.1 *Personal services contracts*45103.5 *Contracts for management consulting service related to food service*49073.1 *Contract requirements for digital storage, maintenance and retrieval of student records*49431-49431.57 *Nutritional standards*CODE OF CIVIL PROCEDURE685.010 *Rate of interest*GOVERNMENT CODE12990 *Nondiscrimination and compliance employment programs*53260 *Contract provision re maximum cash settlement*53262 *Ratification of contracts with administrative officers*LABOR CODE1775 *Penalties for violations*1810-1813 *Working hours*PUBLIC CONTRACT CODE4100-4114 *Subletting and subcontracting fair practices*7104 *Contracts for excavations; discovery of hazardous waste*7106 *Noncollusion affidavit*20111 *Contracts over \$50,000; contracts for construction; award to lowest responsible bidder*20104.50 *Construction Progress Payments*22300 *Performance retentions*CODE OF REGULATIONS, TITLE 515500 *Food sales by student organizations*15501 *Sales in high schools and junior high schools*15575-15578 *Food and beverage requirements outside of the federal school meal programs*UNITED STATES CODE, TITLE 201232g *Family Educational Rights and Privacy Act*1681-1688 *Title IX, discrimination*CODE OF FEDERAL REGULATIONS, TITLE 7210.1-210.31 *National School Lunch Program*220.1-220.21 *National School Breakfast Program**Management Resources:*CSBA PUBLICATIONS*Student Wellness: A Healthy Food and Physical Activity Policy Resource Guide*, rev. 2005WEB SITESCSBA: <http://www.csba.org>California Association of School Business Officials: <http://www.casbo.org>

Policy

adopted: April 10, 2007

revised: May 12, 2015

SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT

Sierraville, California

Loyalton, California

# Sierra County/Sierra-Plumas Joint USD

## Administrative Regulation

Business and Noninstructional Operations

AR 3514.2

### INTEGRATED PEST MANAGEMENT

Note: Education Code 17608-17614 encourage the use of effective, least toxic pest management practices for the control and management of pests on district properties and require the identification of an integrated pest management (IPM) coordinator and/or school site designee to carry out program requirements.

The California Department of Pesticide Regulation (DPR) has established an IPM program for use by school districts, including a model program guidebook, a template for an IPM plan, and a web site containing a comprehensive directory of resources describing and promoting the use of IPM practices.

The Superintendent or designee shall designate an employee at the district office and/or school site to develop, implement, and coordinate an integrated pest management (IPM) program that incorporates effective, least toxic pest management practices. The IPM coordinator shall prepare and regularly update a districtwide or school site IPM plan based on the template provided by the California Department of Pesticide Regulation (DPR).

*Integrated pest management* means a strategy that focuses on long-term prevention or suppression of pest problems through a combination of techniques such as monitoring for pest presence and establishing treatment threshold levels, using nonchemical practices to make the habitat less conducive to pest development, improving sanitation, and employing mechanical and physical controls. Pesticides that pose the least possible hazard and are effective in a manner that minimizes risks to people, property, and the environment are used only after careful monitoring indicates they are needed according to pre-established guidelines and treatment thresholds. (Education Code 17609; Food and Agricultural Code 13181)

The IPM plan and this administrative regulation shall not apply to reduced-risk pesticides, including self-contained baits or traps, gels or pastes used for crack and crevice treatments, antimicrobials, and pesticides exempt from registration by law. (Education Code 17610.5; 3 CCR 6147)

Note: Education Code 17610.1 prohibits districts from using certain pesticides identified by the DPR or U.S. Environmental Protection Agency (EPA) that have been granted only a conditional or interim registration or an experimental use permit, have had their registration cancelled or suspended, or are being phased out of use. A list of pesticides prohibited for use on school sites by Education Code 17610.1 can be found on DPR's web site.

The IPM coordinator shall not use any pesticide that is prohibited by DPR or the U.S. Environmental Protection Agency, as listed on the DPR web site. (Education Code 17610.1)

### Program Components

Note: The following section reflects IPM measures recommended by DPR in its [California School IPM Model Program Guidebook](#) and the EPA and should be modified to reflect district practice.

The district's program shall include, but not necessarily be limited to, the following components:

1. Identifying and monitoring pest population levels and identifying practices that could affect pest populations. Strategies for managing the pest shall be influenced by the pest species and whether that species poses a threat to people, property, or the environment.
2. Setting action threshold levels to determine when pest populations or vegetation at a specific location might cause unacceptable health or economic hazards that would indicate corrective action should be taken.
3. Modifying or eliminating pest habitats to deter pest populations and minimize pest infestations.
4. Considering a full range of possible alternative cost-effective treatments. Such alternative treatments may include taking no action or controlling the pest by physical, horticultural, or biological methods. Cost or staffing considerations alone will not be adequate justification for the use of chemical control agents.
5. Selecting nonchemical pest management methods over chemical methods whenever such methods are effective in providing the desired control or, when it is determined that chemical methods must be used, giving preference to those chemicals that pose the least hazardous effects to people and the environment.
6. Limiting pesticide purchases to amounts needed for the year. Pesticides shall be stored at a secure location that is not accessible to students and unauthorized staff. They shall be stored and disposed of in accordance with state regulations and label directions registered with the EPA as well as any disposal requirements indicated on the product label.

*(cf. 3514 - Environmental Safety)*

*(cf. 3514.1 - Hazardous Substances)*

7. Informing parents/guardians and employees regarding pesticide use as described in the sections "Notifications" and "Warning Signs" below.
8. Ensuring that persons applying pesticides follow label precautions and are sufficiently trained in the principles and practices of IPM.

*(cf. 4231 - Staff Development)*

Beginning July 1, 2016, the IPM coordinator and any employee or contractor who intends to apply a pesticide at a school site shall annually complete a DPR-approved training course on IPM and the safe use of pesticides in relation to the unique nature of school sites and children's health. (Education Code 17614; Food and Agricultural Code 13186.5)

## **Notifications**

Note: Education Code 17612 requires the district to annually issue a written notification to employees and parents/guardians containing the information specified in items #1-6 below; see E 4112.9/4212.9/4312.9 - Employee Notifications and E 5145.6 - Parental Notifications. A sample notification is available on the DPR web site. Education Code 17612 clarifies that the district is not required to issue the notice through first-class mail unless no other method is feasible. Pursuant to

Education Code 17612 and 48980.3, the district may satisfy this requirement by including the notification in its annual parental notification.

Staff and parents/guardians of students enrolled at a school site shall be annually notified, in writing, regarding pesticide products expected to be applied at the school site in the upcoming year. The notification shall include at least the following: (Education Code 17612)

1. The name of each pesticide product expected to be applied in the upcoming year and the active ingredient(s) in it
2. The Internet address (<http://www.cdpr.ca.gov/schoolipm>) used to access information on pesticides and pesticide use reduction developed by the DPR pursuant to Food and Agricultural Code 13184
3. If the school has posted its IPM plan, the Internet address where the plan may be found
4. The opportunity to view a copy of the IPM plan in the school office
5. An opportunity for interested persons to register to receive prior notification of each application of a pesticide at the school site
6. Other information deemed necessary by the IPM coordinator

*(cf. 1312.4 - Williams Uniform Complaint Procedures)*  
*(cf. 3517 - Facilities Inspection)*

*(cf. 4112.9/4212.9/4312.9 - Employee Notifications)*  
*(cf. 5145.6 - Parental Notifications)*

Whenever a person registers to receive notice of individual pesticide application pursuant to item #5 above, the IPM coordinator shall notify such registered persons of individual pesticide applications at least 72 hours prior to the application. The notice shall include the product name, the active ingredient(s) in the product, and the intended date of application. (Education Code 17612)

If a pesticide product not included in the annual notification is subsequently intended for use at a school site, the IPM coordinator shall provide written notification of its intended use to staff and parents/guardians of students enrolled at the school, at least 72 hours prior to the application. (Education Code 17612)

Note: Pursuant to Education Code 17611.5, as added by SB 1405 (Ch. 848, Statutes of 2014), whenever a school chooses to use a pesticide that is not exempted under Education Code 17610.5, the IPM plan must be posted on the school web site or, if the school does not have a web site, then on the district web site. If neither the school nor district has a web site, then the plan must be included in the annual parental notification issued pursuant to Education Code 17612 as described above. The following paragraph may be revised to reflect district practice.

If a school chooses to use a pesticide not exempted pursuant to Education Code 17610.5, it shall post the school or district IPM plan on the school's web site or, if the school does not have a web site, then on the district web site. If neither the school nor district has a web site, then the IPM plan shall be included with the annual notification sent to staff and parents/guardians pursuant to Education Code 17612 as described above. The plan shall include the name of the school designee or IPM coordinator, the pesticides applied at the school site by school or district employees and hired pest control applicators, and a date when the

plan shall be reviewed and updated as necessary. When not required, the IPM coordinator may post or distribute the IPM plan at his/her discretion. (Education Code 17611.5)

Whenever the IPM coordinator deems that the immediate use of a pesticide is necessary to protect the health and safety of students, staff, or other persons at the school site, he/she shall make every effort to provide the required notifications prior to the application of the pesticide. (Education Code 17612)

### **Warning Signs**

The IPM coordinator shall post a warning sign at each area of the school site where pesticides will be applied that shall be visible to all persons entering the treated area. The sign shall be posted at least 24 hours prior to the application and shall remain posted until 72 hours after the application. The warning sign shall prominently display the following information: (Education Code 17612)

1. The term "Warning/Pesticide Treated Area"
2. The product name, manufacturer's name, and the EPA's product registration number
3. Intended areas and dates of application
4. Reason for the pesticide application

When advance posting is not possible due to an emergency condition requiring immediate use of a pesticide, the warning sign shall be posted immediately upon application and shall remain posted until 72 hours after the application. (Education Code 17609, 17612)

### **Records**

At the end of each calendar year, the IPM coordinator shall submit to the DPR, on a form provided by the DPR, a copy of the records of all pesticide use at the school site for that year, excluding any pesticides exempted by law and any pesticide use reported by the pest control operator pursuant to Food and Agricultural Code 13186. The IPM coordinator may submit more frequent reports at his/her discretion. (Education Code 17611)

Each school site shall maintain records of all pesticide use at the school for four years, and shall make the information available to the public, upon request, in accordance with the California Public Records Act. Such records may be maintained by retaining a copy of the warning sign posted for each pesticide application with a recording on that copy of the amount of the pesticide used. (Education Code 17611)

*(cf. 1340 - Access to District Records)*

*(cf. 3580 - District Records)*

#### *Legal Reference:*

##### **BUSINESS AND PROFESSIONS CODE**

8593.2 *Licensed pest control operators; training requirements*

##### **EDUCATION CODE**

17366 *Legislative intent (fitness of buildings for occupancy)*

17608-17614 *Healthy Schools Act of 2000*

48980 *Notice at beginning of term*

48980.3 *Notification of pesticides*

FOOD AND AGRICULTURAL CODE*11401-12408 Pest control operations and agricultural chemicals**13180-13188 Healthy Schools Act of 2000*GOVERNMENT CODE*3543.2 Scope of representation; right to negotiate safety conditions**6250-6270 California Public Records Act*CODE OF REGULATIONS, TITLE 3*6147 Pesticides exempted from registration requirements*CODE OF REGULATIONS, TITLE 8*340-340.2 Employer's obligation to provide safety information*UNITED STATES CODE, TITLE 7*136-136y Insecticide, Fungicide and Rodenticide Act**Management Resources:*CALIFORNIA DEPARTMENT OF PESTICIDE REGULATION PUBLICATIONSCalifornia School IPM Model Program GuidebookU.S. ENVIRONMENTAL PROTECTION AGENCYProtecting Children in Schools from Pests and Pesticides, 2002Pest Control in the School Environment: Adopting Integrated Pest Management, 1993WEB SITESCalifornia Department of Education: <http://www.cde.ca.gov>California Department of Pesticide Regulation, School IPM: <http://www.cdpr.ca.gov/schoolipm>U.S. Environmental Protection Agency, Integrated Pest Management at Schools: <http://www.epa.gov/pesticides/ipm>

Regulation

approved: May 12, 2015

SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT

SIERRA COUNTY OFFICE OF EDUCATION

Loyalton, California

## MINOR REVISIONS

Note: From time to time, relatively minor changes occur that affect the text of CSBA sample board policies, administrative regulations, and board bylaws but do not warrant reissuing the entire sample because the changes are limited. Such changes are highlighted in the following document, with strikeout indicating material to be deleted and boldface type indicating material to be inserted.

### BP 1250 - Visitors/Outsiders

In section on "Presence of Sex Offender on Campus," add new paragraph at end of section as follows:

**The principal shall indicate on the written permission the date(s) and times for which permission has been granted. (Penal Code 626.81)**

*Rationale: To reflect Penal Code 626.81, as amended by SB 326 (Ch. 279, Statutes of 2013).*

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### BP 3550 - Food Service/Child Nutrition Program

Revise last paragraph of BP as follows:

The Superintendent or designee shall annually report to the Board on student participation in the district's nutrition programs and the extent to which the district's food services program meets state and federal nutrition standards for foods and beverages. **In addition, the Superintendent or designee shall provide all necessary and available documentation required for the Administrative Review conducted by the California Department of Education (CDE) to ensure the food service program's compliance with federal requirements related to nutrition standards, meal patterns, provision of drinking water, school meal environment, food safety, and other areas as required by the CDE.**

*Rationale: To reflect new state monitoring process for food services, effective beginning in the 2013-14 school year. Each district that participates in the National School Lunch Program, School Breakfast Program, Seamless Summer Feeding Option, and/or other federal meal program is reviewed at least once every three years under the CDE's Administrative Review. As updated in December 2013, BP 3551 - Food Service Operations/Cafeteria Fund reflects provisions of the Administrative Review that pertain to resource management.*

### AR 5020 - Parent Rights and Responsibilities

In section "Parent/Guardian Rights," revise paragraph under item #8 as follows:

Parents/guardians may inspect, in a reasonable time frame, all primary supplemental instructional materials and assessments stored by the classroom teacher, including textbooks, teacher's manuals, films, ~~tapes~~ **audio and video recordings**, and software. (Education Code 49091.10)

*Rationale: To more accurately reflect current law.*

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### AR 5141.27 - Food Allergies/Special Dietary Needs

In section "Definitions," revise definition of epinephrine auto-injector to delete "concealed" and to add purpose of providing first aid, as follows:

Epinephrine auto-injector is a disposable drug delivery system with a spring-activated ~~concealed~~ needle that is designed for emergency administration of epinephrine to **provide**



**rapid, convenient first aid for** persons suffering a potentially fatal reaction to anaphylaxis.  
(Education Code 49414)

*Rationale: To reflect Education Code 49414 as amended by SB 1266 (Ch. 321, Statutes of 2014).*

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### **AR 6159 - Individualized Education Program**

In section "Review and Revision of the IEP," delete 7th paragraph as follows:

~~When an IEP calls for a residential placement as a result of a review by an expanded IEP team, the IEP shall include a provision for a review, at least every six months, by the full IEP team of the case progress, the continuing need for out-of-home placement, the extent of compliance with the IEP, and progress toward alleviating the need for out-of-home care. (Education Code 56043)~~

*Rationale: To reflect Education Code 56043 as amended by AB 1599 (Ch. 327, Statutes of 2014).*

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### **BB 9321 - Closed Session Purposes and Agendas**

In section "Security Matters," revise 1<sup>st</sup> paragraph to add "Governor" and "district legal counsel" as follows:

The Board may meet in closed session with the **Governor**, Attorney General, district attorney, **district legal counsel**, sheriff or chief of police, or their respective deputies, or a security consultant or a security operations manager, on matters posing a threat to the security of public buildings; to the security of essential public services, including water, drinking water, wastewater treatment, natural gas service, and electric service; or to the public's right of access to public services or public facilities. (Government Code 54957)

*Rationale: To more accurately reflect Government Code 54957, including addition of Governor by AB 246 (Ch. 11, Statutes of 2013)*

In section "Review of Audit Report from Bureau of State Audits," change "Bureau of State Audits" to "California State Auditor's Office," as follows:

Review of Audit Report from ~~Bureau of State Audits~~ **California State Auditor's Office**

Upon receipt of a confidential final draft audit report from the ~~Bureau of State Audits~~ **California State Auditor's Office**, the Board may meet in closed session to discuss its response to that report. After public release of the report from the ~~Bureau of State Audits~~ **California State Auditor's Office**, any Board meeting to discuss the report must be conducted in open session, unless exempted from that requirement by some other provision of law. (Government Code 54956.75)

Closed session agenda items related to an audit by the ~~Bureau of State Audits~~ **California State Auditor's Office** shall state "Audit by ~~Bureau of State Audits~~ **California State Auditor's Office**." (Government Code 54954.5)

*Rationale: To reflect current name of agency consistent with Government Code 54954.5.*