

AGENDA FOR THE MEETING OF THE GOVERNING BOARD OF
THE SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT
May 12, 2015

5:00 PM CLOSED SESSION

Regular Session begins immediately following the 6:00 pm meeting of the Sierra County Board of Education
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 Sierra-Plumas Joint Unified School District, 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 AGENDA

D. PUBLIC COMMENT FOR CLOSED SESSION

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

E. CLOSED SESSION

The Board of Trustees and Superintendent Dr. Merrill M. Grant will move into Closed Session to discuss the following items:

1. Government Code §54957, Public Employee Evaluation
Title: Superintendent

Rose Asquith, Business Manager, will join Closed Session.

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

F. ADJOURN TO SIERRA COUNTY BOARD OF EDUCATION

G. RECONVENE/REPORT OUT

H. INFORMATION/DISCUSSION ITEMS

1. Superintendent's Report
 - a. Board Assignments:
 - Interview Committees
 - Graduation Ceremony

- b. Marlene Mongolo - Reassignment
- c. Inter-District Attendance Agreements as follows: (under separate cover)**

New/Renewal	School Year:	Grade Entering	District of Residence	Receiving District
Renewal	2015-2016	10	Sierra	Tahoe/Truckee
Renewal	2015-2016	2	Sierra	Washoe
Renewal	2015-2016	5	Sierra	Washoe
Renewal	2015-2016	7	Sierra	Washoe
New	2015-2016	7	Sierra	Tahoe/Truckee

- 3. Business Report
 - a. Board Report-Expenditures by Object 7/1/14 to 4/30/15**
 - b. Eighth Month Enrollments for the 2014-2015 School Year**
 - c. Affordable Health Care estimated assessment for federal Patient-Centered Outcomes Research Institute (PCORI) and Transfer fee/taxes through June 2015**
- 4. Staff Reports (5 minutes)
- 5. SPTA Report (5 minutes)
- 6. Board Members' Report (5 minutes)
- 7. Public Comment –This is an opportunity for members of the public to directly address the governing board on any item of interest that is within the subject matter jurisdiction of the governing board whether or not it is listed on the agenda. Five minutes may be allotted to each speaker and a maximum of twenty minutes to each subject matter. (Education Code 35145.5; Bylaw 9322; Government Code 54954.3)
 - a. Current location
 - b. Videoconference location

I. CONSENT CALENDAR

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

J. ACTION ITEMS

- 1. New Business

PUBLIC HEARING-LCAP

1415-0166 Public Hearing and Presentation of the 2015-16 Local Control and Accountability Plan (Stock) will address any public comments and questions**(Grant)

PUBLIC HEARING-S-PJUSD Budget

1415-0167 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

1415-0168 Public Hearing 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 Bargaining Agreement, Item 1415-0169 listed on this Agenda under Action Items.

- 1415-0169 Completion of Bargaining Sierra-Plumas Teachers Association, 2015-2016 Negotiations^^ (Grant)
- 1415-0170 Authorization to fill .4 FTE Site Administrator at Loyalton Elementary School, effective July 1, 2015 (Grant)
- 1415-0171 Accept with regret, notice of resignation from Amber Baca-Sainsbury, Instructional Aide, Downieville School, effective June 5, 2015 (Grant)
- 1415-0172 Accept with regret, notice of retirement from Mary Jane Cox, Noon Supervisor, Loyalton Elementary School, effective June 5, 2015 (Grant)
- 1415-0173 Accept with regret, notice of resignation from Robert Morales, Cook I, Downieville School, effective June 5, 2015 (Grant)
- 1415-0174 Accept with regret, notice of resignation from Amanda Schwiesow, Instructional Aide and Hall/Noon Supervisor, Loyalton Elementary, effective June 5, 2015 (Grant)
- 1415-0175 Authorization to fill Instructional Aide position, Downieville School, .83 FTE (5.0 hours daily) (Grant)
- 1415-0176 Authorization to fill Noon Supervisor position, Loyalton Elementary, .417 FTE (2.5 hours daily) (Grant)
- 1415-0177 Authorization to fill Cook I position, Downieville School, .675 FTE (5.4 hours daily) (Grant)
- 1415-0178 Authorization to fill Instructional Aide position, .5 FTE, Loyalton Elementary (Grant)
- 1415-0179 Authorization to fill Hall/Noon Supervisor position, .33 FTE, Loyalton Elementary (Grant)
- 1415-0180 Authorization to fill .14 FTE Custodian position at Loyalton Elementary School, effective July 1, 2015 (Grant)

- 1415-0181 Authorization to fill .5 FTE Plant Maintenance position for Loyalton Schools, effective July 1, 2015 (Grant)
- 1415-0182 Discussion Regarding Modifications to the District's Graduation Requirements (Stock)
- 1415-0183 Authorization – Out of State Travel/Conference Request to Salt Lake City, Utah, for Stephen Fillo, Downieville High School teacher** (Grant)
- 1415-0184 Approval of Loyalton High School WASC Report** (Janet McHenry)
- 1415-0185 Approval of Budget Transfer for FY 2014-15, Perkins Equipment Grant** (Asquith)
- 1415-0186 Discussion – Verizon Letter of Intent** (Grant)

BOARD POLICIES AND ADMINISTRATIVE REGULATIONS

- 1415-0187 Approval to Delete:
Board Policy and Administrative Regulation 0520.4, Quality Education Investment Schools (no longer funded)
- 1415-0188 Approval of Board Policy 0460, Local Control and Accountability Plan, revision^^
- 1415-0189 Approval of Administrative Regulation 0460, Local Control and Accountability Plan, revision^^
- 1415-0190 Approval of Board Policy 3312, Contracts, revision^^
- 1415-0191 Approval of Administrative Regulation 3514.2, Integrated Pest Management, New^^
- 1415-0192 Approval of Minor Revisions to the following Policies and Administrative Regulations:
BP 1250, BP 3350, AR 5020, AR 5141.27, AR 6159, BB9321^^

K. 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, at 5 pm and the Regular Board Meeting at 6:00 pm.
- 2. Suggested Agenda items
 - a. _____
 - b. _____
 - c. _____

L. ADJOURNMENT



Dr. Merrill M. Grant, Superintendent

**enclosed
*handout
^^County agenda backup

Balances through April						Fiscal Year 2014/15
Object	Description	Adopted Budget	Revised Budget	Encumbered	Expenditure	Account Balance
Fund 01 - General FD						
1100	Teachers Salaries	1,466,064.00	1,461,649.00	286,339.48	1,156,791.61	18,517.91
1120	Certificated Substitutes	43,027.00	56,120.00		31,590.00	24,530.00
1300	Certificated Superv/Admin Sala	220,448.00	221,183.00	36,741.36	183,706.80	734.84
1310	Teacher In Charge/Head Teacher	35,997.00	24,000.00	4,000.00	19,000.00	1,000.00
	Total for Object 1000	1,765,536.00	1,762,952.00	327,080.84	1,391,088.41	44,782.75
2100	Instructional Aides Salaries	151,574.00	153,066.00	41,031.95	116,340.24	4,306.19-
2200	Classified Support Salaries	300,625.00	303,055.00	47,093.01	257,176.59	1,214.60-
2220	Classified Support Substitute	17,225.00	29,385.00		21,289.64	8,095.36
2300	Classified Sup/Admin Salaries	2,160.00	1,514.00		855.00	659.00
2400	Clerical & Office Salaries	203,224.00	207,046.00	39,846.64	167,024.45	174.91
2900	Other Classified Salaries	26,579.00	27,616.00	6,307.62	18,890.18	2,418.20
	Total for Object 2000	701,387.00	721,682.00	134,279.22	581,576.10	5,826.68
3101	State Teachers Retirement Syst	160,844.00	148,685.00	27,762.20	116,230.33	4,692.47
3102	State Teachers Retirement Syst	3,101.00	1,173.00	190.76	415.73	566.51
3201	Public Employees Retirement Sy	6,170.00	6,466.00	1,234.18	5,342.82	111.00-
3202	Public Employees Retirement Sy	65,239.00	68,149.00	12,028.54	55,324.30	796.16
3212	Pers Pickup-Classified Employe	5,375.00	5,394.00	930.10	4,445.01	18.89
3311	OASDI-Certificated Positions	6,004.00	5,169.00	592.70	3,446.50	1,129.80
3312	OASDI-Classified Positions	42,435.00	43,499.00	8,070.87	35,203.85	224.28
3321	Medicare-Certificated Position	25,137.00	23,420.00	4,314.48	18,422.33	683.19
3322	Medicare-Classified Positions	10,027.00	10,274.00	1,922.56	8,313.50	37.94
3401	Health & Welfare -Certificated	409,853.00	406,321.00	80,849.76	325,473.76	2.52-
3402	Health & Welfare-Classified Po	147,363.00	139,765.00	24,987.52	122,395.05	7,617.57-
3501	State Unemployment Insurance-C	936.00	882.00	163.52	1,419.81	701.33-
3502	State Unemployment Insurance-	350.00	357.00	67.10	2,084.76	1,794.86-
3601	Workers' Compensation Insuranc	102,049.00	90,137.00	16,673.50	71,054.61	2,408.89
3602	Workers' Compensation Insuranc	39,117.00	37,833.00	7,087.41	30,646.38	99.21
3701	Retiree Benefits Cert.	13,884.00				.00
3901	Other Benefits, Certificated P	108,954.00	23,864.00	1,219.88	12,198.80	10,445.32
3902	Other Benefits, Classified Pos			1,153.38	20,160.32	21,313.70-
	Total for Object 3000	1,146,838.00	1,011,388.00	189,248.46	832,577.86	10,438.32-
4100	Textbooks	85,800.00	30,222.00		3,664.60	26,557.40
4200	Books Other Than Textbooks		200.00	72.71	1,111.23	983.94-
4300	Class Mat'l and Supplies	111,447.00	133,246.00	33,389.61	100,633.26	776.87-
4350	Vehicle Maint. M&S	24,766.00	24,766.00	2,828.66	2,655.94	19,281.40

Balances through April						Fiscal Year 2014/15
Object	Description	Adopted Budget	Revised Budget	Encumbered	Expenditure	Account Balance
Fund 01 - General FD (continued)						
4400	Non-Capital Equipment (Up to \$	3,816.00	19,420.00	3,188.16	42,215.74	25,983.90-
	Total for Object 4000	225,829.00	207,854.00	39,479.14	150,280.77	18,094.09
5100	Subagreement for Services	176,461.00	176,461.00	33,659.21	117,801.95	24,999.84
5200	Travel & Conferences	48,311.00	42,996.00	9,370.91	26,709.25	6,915.84
5300	Dues & Membership	9,838.00	10,028.00	148.00	6,900.23	2,979.77
5400	Insurance-Fire, liability, etc	55,080.00	55,080.00		46,188.20	8,891.80
5510	Power	88,519.00	89,317.00	23,452.89	59,446.11	6,418.00
5520	Garbage	12,813.00	12,813.00	2,561.50	4,458.50	5,793.00
5530	Water	64,350.00	64,350.00	27,100.68	32,769.92	4,479.40
5540	Propane	66,500.00	67,000.00	27,824.03	24,070.33	15,105.64
5590	Miscellaneous Utilities	15,500.00	15,500.00	10,545.59	4,454.41	500.00
5600	Rentals, Leases & Repairs	74,400.00	75,700.00	42,020.88	30,408.12	3,271.00
5800	Services & Operating Expense	3,000.00	5,000.00	600.00	1,050.00	3,350.00
5810	Legal Expenses	10,000.00	10,000.00	546.00	3,129.00	6,325.00
5812	Board Election Expense	1,239.00	1,239.00		3,008.82	1,769.82-
5840	Audit Expense	13,500.00	13,500.00	6,000.00	7,700.00	200.00-
5860	Solid Waste Tax	13,761.00	13,761.00		7,316.42	6,444.58
5890	Contracts/Service	272,057.00	305,757.00	98,867.55	280,868.00	73,978.55-
5899	SCOE Interagency Reimburse			8,877.25	3,330.55	12,207.80-
5900	Communications	3,550.00	3,550.00	4.13	2,238.25	1,307.62
5910	Telephone-Monthly Service	16,502.00	16,502.00	3,842.00	3,678.21	8,981.79
5920	T Lines	4,800.00	4,800.00			4,800.00
5990	Other Communications	225.00	225.00		226.99	1.99-
	Total for Object 5000	950,406.00	983,579.00	295,420.62	665,753.26	22,405.12
6200	BUILDING & IMPROVEMENT OF BUIL	91,450.00	91,450.00			91,450.00
6400	Equipment	57,053.00	157,412.00	3,578.77	129,870.31	23,962.92
6500	Equipment Replacement	119,450.00	119,450.00		500.00	118,950.00
	Total for Object 6000	267,953.00	368,312.00	3,578.77	130,370.31	234,362.92
7142	Other Tuition, Excess Cost, an	80,000.00	88,000.00			88,000.00
7310	Direct Support/Indirect Costs					.00
7616	Trans fr Gen Fund to Cafeteria	64,218.00	55,186.00			55,186.00
7619	Other Interfund Transfers Out	81,350.00	115,600.00		88,191.99	27,408.01
	Total for Object 7000	225,568.00	258,786.00	.00	88,191.99	170,594.01
	Total for Fund 01 and Expense accounts	5,283,517.00	5,314,553.00	989,087.05	3,839,838.70	485,627.25

Balances through April						Fiscal Year 2014/15
Object	Description	Adopted Budget	Revised Budget	Encumbered	Expenditure	Account Balance
Fund 13 - Cafeteria						
2200	Classified Support Salaries	65,186.00	66,993.00	17,135.78	52,212.61	2,355.39-
3202	Public Employees Retirement Sy	5,897.00	5,894.00	1,198.48	4,801.46	105.94-
3312	OASDI-Classified Positions	4,041.00	4,154.00	1,062.42	3,237.19	145.61-
3322	Medicare-Classified Positions	945.00	971.00	248.47	757.09	34.56-
3402	Health & Welfare-Classified Po	13,840.00	13,839.00	2,306.74	9,226.96	2,305.30
3502	State Unemployment Insurance-	32.00	33.00	8.56	26.07	1.63-
3602	Workers' Compensation Insuranc	3,689.00	3,581.00	915.92	2,790.82	125.74-
	Total for Object 3000	28,444.00	28,472.00	5,740.59	20,839.59	1,891.82
4300	Class Mat'l and Supplies	8,500.00	8,500.00	2,889.82	3,114.02	2,496.16
4400	Non-Capital Equipment (Up to \$		1,500.00	1,336.80	1,415.01	1,251.81-
4700	Food	45,270.00	45,270.00	13,123.62	29,348.88	2,797.50
	Total for Object 4000	53,770.00	55,270.00	17,350.24	33,877.91	4,041.85
5200	Travel & Conferences				200.21	200.21-
5300	Dues & Membership	261.00	261.00			261.00
5600	Rentals, Leases & Repairs	2,979.00	2,979.00		539.25	2,439.75
5800	Services & Operating Expense	956.00	956.00	195.89	214.87	545.24
5890	Contracts/Servic		2,000.00		1,996.52	3.48
5900	Communications	121.00	121.00			121.00
	Total for Object 5000	4,317.00	6,317.00	195.89	2,950.85	3,170.26
	Total for Fund 13 and Expense accounts	151,717.00	157,052.00	40,422.50	109,880.96	6,748.54
Fund 35 - State Facility						
5890	Contracts/Servic		757.00		757.07	.07-
7619	Other Interfund Transfers Out		269,468.00		269,468.06	.06-
	Total for Fund 35 and Expense accounts	.00	270,225.00	.00	270,225.13	.13-
Fund 40 - Dist Build						
5890	Contracts/Servic	3,850.00				.00
6200	BUILDING & IMPROVEMENT OF BUIL	173,500.00	354,717.00	80.00	352,858.64	1,778.36
	Total for Fund 40 and Expense accounts	177,350.00	354,717.00	80.00	352,858.64	1,778.36
Fund 73 - Bechen						
5800	Services & Operating Expense	3,000.00	3,000.00			3,000.00
	Total for Fund 73, Expense accounts and Object 5000	3,000.00	3,000.00	.00	.00	3,000.00

Balances through April						Fiscal Year 2014/15
Object	Description	Adopted Budget	Revised Budget	Encumbered	Expenditure	Account Balance
Total for Org 006 - Sierra-Plumas Joint Unified School District		5,615,584.00	6,099,547.00	1,029,589.55	4,572,803.43	497,154.02

ENROLLMENT BY SCHOOL MONTH 2014-2015

	Loyalton Elementary	Loyalton Jr High	Loyalton Sr High	Downieville Elementary	Downieville Jr/Sr High	Sierra Pass Cont	Long Term ISP	TOTAL
Ending 2013-2014	178	42	98	32	21	11	included in site #	382
1st Day 2014-2015	168	50	92	31	18	5	included in site #	364
2014 CALPADS	176	counted w/LHS	143	30	18	5	included in site #	372

	Month	Loyalton Elementary	Loyalton Jr High	Loyalton Sr High	Downieville Elementary	Downieville Jr/Sr High	Sierra Pass Cont	Long Term ISP	TOTAL
September	1	177	51	93	30	18	6	included in site #	375
October	2	179	52	94	29	18	5	included in site #	377
November	3	180	52	94	30	20	6	included in site #	382
December	4	179	52	95	30	21	6	included in site #	383
January	5	174	52	95	27	20	6	included in site #	374
February	6	169	51	92	28	20	8	included in site #	368
March	7	172	52	92	27	20	10	included in site #	373
April	8	172	53	90	28	20	8	included in site #	371
May	9								
June	10								

2014-15	S-PJUSD	SDC	Washoe	NPS
P-1	359.26	0	11.30	0.80
P-2	356.19	0	11.36	0.53

2013-2014	<u>S-PJUSD</u>	<u>SDC</u>	<u>Washoe</u>
P-1 ADA	351.97	0	13.23
P-2 ADA	351.05	0	13.34
Annual ADA	353.91	0	13.37

Enrollment difference from June 6, 2014, to
March 20, 2015: -11

Long Term ISP:
LES 6
LHS 5

**Tri-County Schools Insurance Group
Estimated ACA Fees Through 6/30/2015**

Loc	District	EE	Lives	Lives No. M/C	PCORI 12/13 \$1.00	PCORI 13/14 \$2.00	PCORI 14/15 \$2.08	TRF 2014 \$63.00	TRF 6mos 2015 \$22.00	Total Fees Thru 6/30/15
10	Stan Elementary School	35	97	92	97.00	194.00	201.76	5,796.00	2,024.00	8,312.76
11	Browns Elementary School	14	35	34	35.00	70.00	72.80	2,142.00	748.00	3,067.80
51	Camptonville Academy	26	44	44	44.00	88.00	91.52	2,772.00	968.00	3,963.52
13	Capay Joint Union Elementary School	16	39	36	39.00	78.00	81.12	2,268.00	792.00	3,258.12
68	CIF (CA Interscholastic Federation)	18	48	37	48.00	96.00	99.84	2,331.00	814.00	3,388.84
78	CIF Central Coast Section	2	2	1	2.00	4.00	4.16	63.00	22.00	95.16
23	CIF North Coast Section	2	2	2	2.00	4.00	4.16	126.00	44.00	180.16
70	CIF Sac-Joaquin Section	8	14	11	14.00	28.00	29.12	693.00	242.00	1,006.12
59	City of Marysville	48	135	130	135.00	270.00	280.80	8,190.00	2,860.00	11,735.80
73	City of Sutter Creek	13	39	38	39.00	78.00	81.12	2,394.00	836.00	3,428.12
14	Colusa County Office of Education	57	130	124	130.00	260.00	270.40	7,812.00	2,728.00	11,200.40
42	CORE Butte Charter School	44	83	83	83.00	166.00	172.64	5,229.00	1,826.00	7,476.64
43	CORE Placer Charter School	9	15	15	15.00	30.00	31.20	945.00	330.00	1,351.20
16	Corning High School	14	38	34	38.00	76.00	79.04	2,142.00	748.00	3,083.04
75	Creekside Cooperative Charter School	17	28	28	28.00	56.00	58.24	1,764.00	616.00	2,522.24
72	Elkins Elementary School District	3	3	3	3.00	6.00	6.24	189.00	66.00	270.24
17	Feather River Community College	126	297	256	297.00	594.00	617.76	16,128.00	5,632.00	23,268.76
18	Flournoy School District	5	6	4	6.00	12.00	12.48	252.00	88.00	370.48
19	Fort Sage Unified School Dist	20	47	46	47.00	94.00	97.76	2,898.00	1,012.00	4,148.76
20	Franklin Elementary School District	33	97	90	97.00	194.00	201.76	5,670.00	1,980.00	8,142.76
21	Gerber Un Elem School District	16	34	29	34.00	68.00	70.72	1,827.00	638.00	2,637.72
22	Glenn County Office of Education	146	353	334	353.00	706.00	734.24	21,042.00	7,348.00	30,183.24
25	Kirkwood Elem School District	7	7	7	7.00	14.00	14.56	441.00	154.00	630.56
26	Lake Elementary School District	17	37	33	37.00	74.00	76.96	2,079.00	726.00	2,992.96
71	Lake Tahoe Community College	117	316	307	316.00	632.00	657.28	19,341.00	6,754.00	27,700.28
69	Long Valley Charter School	17	35	35	35.00	70.00	72.80	2,205.00	770.00	3,152.80
29	Los Molinos Unif School District	56	137	120	137.00	274.00	284.96	7,560.00	2,640.00	10,895.96
45	Marcum-Illinois Union School District	15	18	18	18.00	36.00	37.44	1,134.00	396.00	1,621.44
31	Maxwell Unified School District	14	38	32	38.00	76.00	79.04	2,016.00	704.00	2,913.04
34	Modoc Joint Unified School District	80	241	224	241.00	482.00	501.28	14,112.00	4,928.00	20,264.28
33	New Day Academy(Modoc C.S.)	10	18	18	18.00	36.00	37.44	1,134.00	396.00	1,621.44
60	North Central Counties Consortium	6	9	9	9.00	18.00	18.72	567.00	198.00	810.72
35	astro Elementary School District	12	39	39	39.00	78.00	81.12	2,457.00	858.00	3,513.12
36	orce Joint Unified School District	20	50	39	50.00	100.00	104.00	2,457.00	858.00	3,569.00
37	Plaza Elementary School District	13	37	34	37.00	74.00	76.96	2,142.00	748.00	3,077.96
38	Pleasant Grove School District	10	27	27	27.00	54.00	56.16	1,701.00	594.00	2,432.16
40	Plumas County Office of Education	12	35	35	35.00	70.00	72.80	2,205.00	770.00	3,152.80
41	Plumas Lake Elem. School District	69	214	212	214.00	428.00	445.12	13,356.00	4,664.00	19,107.12
44	Red Bluff High School	117	334	296	334.00	668.00	694.72	18,648.00	6,512.00	26,856.72
61	Sierra County Office of Education	13	25	22	25.00	50.00	52.00	1,386.00	484.00	1,997.00
46	Sierra-Plumas JUSD	60	153	139	153.00	306.00	318.24	8,757.00	3,058.00	12,592.24
47	Stony Creek JUSD	17	50	50	50.00	100.00	104.00	3,150.00	1,100.00	4,504.00
65	Sutter County	910	2337	2207	2,337.00	4,674.00	4,860.96	139,041.00	48,554.00	199,466.96
66	Sutter County Superior Court	49	111	111	111.00	222.00	230.88	6,993.00	2,442.00	9,998.88
49	Sutter County Supt. Of Schools	109	270	256	270.00	540.00	561.60	16,128.00	5,632.00	23,131.60
48	Sutter Union High School District	68	186	174	186.00	372.00	386.88	10,962.00	3,828.00	15,734.88
67	Tahoe Truckee USD	521	1150	1067	1,150.00	2,300.00	2,392.00	67,221.00	23,474.00	96,537.00
62	Tehama County Dept of Education	153	310	278	310.00	620.00	644.80	17,514.00	6,116.00	25,204.80
32	Tehama eLearning Academy	4	4	4	4.00	8.00	8.32	252.00	88.00	360.32
50	Tri-County Schools Insurance Group	8	19	17	19.00	38.00	39.52	1,071.00	374.00	1,541.52
53	Wheatland Elementary School District	1	1	1	1.00	2.00	2.08	63.00	22.00	90.08
55	Winship-Robbins Elementary School	15	34	33	34.00	68.00	70.72	2,079.00	726.00	2,977.72
74	YES Charter Academy	4	12	12	12.00	24.00	24.96	756.00	264.00	1,080.96
63	Yuba City Charter School	17	45	45	45.00	90.00	93.60	2,835.00	990.00	4,053.60
56	Yuba City Unified School District	475	699	646	699.00	1,398.00	1,453.92	40,698.00	14,212.00	58,460.92
57	Yuba Community College	538	1193	881	1,193.00	2,386.00	2,481.44	55,503.00	19,382.00	80,945.44
58	Yuba County Office of Education	186	460	435	460.00	920.00	956.80	27,405.00	9,570.00	39,311.80
	COBRA	10	20	20	20.00	40.00	41.60	1,260.00	440.00	1,801.60
	Total	4,422	10,257	9,354	10,257.00	20,514.00	21,334.56	589,302.00	205,788.00	847,195.56

Life counts are an estimate using the current snapshot and do not include waivers or Kaiser members.

MINUTES FOR THE REGULAR MEETING OF THE GOVERNING BOARD OF
THE SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT

April 14, 2015

4:00 PM CLOSED SESSION

6:00 pm REGULAR SESSION

A. CALL TO ORDER

President Mike Moore called the meeting to order at 4:00 pm.

B. ROLL CALL

PRESENT: Mr. Mike Moore, President
Ms. Patty Hall, Vice President
Mr. Allen Wright, Clerk

DELAYED: Ms. Sharon Dryden, Member (arrived at 4:03 pm)
Mr. Tim Driscoll, Member (arrived at 4:05 pm)

VACANT: None

C. APPROVAL OF THE AGENDA

HALL/WRIGHT

5/0

D. PUBLIC COMMENT FOR CLOSED SESSION

At this time, the meeting opened for any public comments regarding the Closed Session items.

E. CLOSED SESSION

The Board of Trustees and Superintendent Dr. Merrill M. Grant moved into Closed Session to discuss the following item:

1. Government Code §54957, Public Employee Performance Evaluation

Title: Superintendent

The Board of Trustees and Superintendent Dr. Merrill M. Grant were joined by Business Manager Rose Asquith in Closed Session to discuss the following item:

2. Government Code §54957.6, Conference with Labor Negotiators

Agency Negotiator for the Board: Dr. Merrill M. Grant, Superintendent

Employee Organizations:

Represented Employees:

Unrepresented Employees:

Sierra-Plumas Teachers' Association

Classified Employees

Confidential Employees

Classified Management Employees

Administration Employees

F. CLOSED SESSION Adjourned at 5:45 pm.

BREAK

G. RECONVENE

REPORT OUT

Closed session discussion topics were SPTA and administrative employees' negotiations.

H. INFORMATION/DISCUSSION ITEMS

1. Superintendent's Report

- a. Community Forum – Dr. Grant stated that he was pleased with attendance from community and Board Trustees at Downieville and Loyalton High School. Downieville focus was sustainability; LHS staff attendance was strong celebrating current programs and focused on keeping students competitive. LES attendance was lack; discussion included a need for more parental involvement at school and home.
- b. Administrative Staffing Proposal – A reconfiguration evaluation is ongoing. Loyalton High School principal (1.0 FTE) will also administrate Sierra Pass Continuation School. A principal/teacher position is proposed for Loyalton Elementary School. Downieville current situation is sufficient. An administrator is present three days a week.
- c. Athletic Budget Reallocation – Dr. Grant proposes that the district cover transportation costs for interscholastics for Downieville and Loyalton. Purchasing vans is an option.
- d. Technology – All classrooms are fully equipped; Smarter Balanced Assessment testing will be administered online.
- e. Dr. Grant participated in the Sheldon High School WASC team for 3.5 days.
- f. Propane Fueling Station – This project is pending.
- g. Downieville HVAC information will be brought to the next board meeting.
- h. Inter-District Attendance Agreements

2. Business Report

- a. Board Report-Expenditures by Object 7/1/14 to 3/31/15
- b. Seventh Month Enrollments for the 2014-2015 School Year

3. Staff Reports

Marlene Mongolo, SELPA Director and Testing Coordinator, gave a presentation of CAASPP testing.

Marla Stock, Loyalton High School Administrator, Andrea White, Lead Teacher at Loyalton Elementary School and Dr. Grant, Superintendent and Downieville Administrator, gave updates on activities at each site.

4. SPTA REPORTS

There were no reports.

5. BOARD MEMBERS' REPORTS

DRYDEN: Commented that her visit to both Loyalton High School and Loyalton Elementary School reflected excited students and a positive atmosphere.

WRIGHT: Downieville turnout for the Community Forum was impressive. The focus was always 'How to make things better for the students.'

DRISCOLL attended a dinner with our film students and San Francisco students.

HALL mentioned the Downieville High School students are on a field trip to the museum.
MOORE indicated his consistent visits to the schools

6. PUBLIC COMMENT

President Moore opened the meeting for public comment at 7:15 pm.
There was no public comment.
President Moore closed the meeting for public comment at 7:15 pm.

E. CONSENT CALENDAR

The following items were included on the consent calendar:

1. Approval of the minutes of the Regular Board meeting held March 10, 2015
2. Approval of the bill warrants for the 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-Plumas Joint Unified School District during the quarter ending March 31, 2015.
4. Authorization to Pay Classified (Walk On) Coaches for the 2015-2016 School Year
5. Appointment of Laurie Petterson, Loyaltan Elementary Instructional Aide, 10 hours weekly, effective March 23, 2015
DRISCOLL/WRIGHT
5/0

F. ACTION ITEMS

1. Unfinished Business and General Orders

1415-0144 Approval of Board Policy and Administrative Regulation 5144.1, Suspension and Expulsion/Due Process, revision
DRISCOLL/HALL
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 as Items

1415-0145 Completion of Bargaining Sierra-Plumas Teachers Association, 2014-2015 Negotiations
DRISCOLL/HALL
5/0

1415-0146 Acceptance, with regret, of Retirement letter from Mike Hale
WRIGHT/DRISCOLL
5/0

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- 1415-0147 Acceptance, with regret, of Retirement letter from Marla Stock, contingent upon receipt of the Golden Handshake
DRISCOLL/DRYDEN
AYE: DRYDEN, WRIGHT, DRISCOLL
NO: HALL, MOORE
Motion Passed
- 1415-0148 Authorization to fill administrative position, 1 FTE, Loyalton High School
MOORE/HALL
5/0
- 1415-0149 Approval to increase Marla Stock, Site-Administrator, from 217 days to 222 days, for fiscal year 2014-2015, to complete the State Adopted Local Control Accountability Plan
DRISCOLL/HALL
AYE: DRISCOLL, DRYDEN, HALL, WRIGHT
NO: MOORE
Motion Passed
- 1415-0150 Approval of 2015-2016 Certificated Extra Duty Assignments
WRIGHT/DRISCOLL
5/0
- 1415-0151 Approval of Student Accountability Report Card, Sierra Pass Continuation School
DRISCOLL/HALL
5/0
- 1415-0152 Single Plan for Student Achievement
a. Downieville Elementary and Jr/Sr High School**
b. ~~Downieville School**~~Loyalton Elementary School**
WRIGHT/HALL
5/0
- 1415-053 Home-to-School Transportation 2015-2016 Rate Discussion
The Board discussed this item with input from the business manager and agreed to eliminate the home to school transportation fees for the 2015-2016 school year.
- 1415-0153 Approval for Superintendent to enter into an agreement with CSU Chico
DRISCOLL/HALL
5/0
- 1415-0154 Approval for Superintendent to enter into an agreement with Ray Morgan, Inc.
DRISCOLL/HALL
5/0
- BOARD POLICIES AND ADMINISTRATIVE REGULATIONS (President)**
DRISCOLL motioned to approve Items 1415-0155 through 1415-0165/HALL seconded.
5/0

- 1415-0155 Approval to Delete:
a. Board Policy and Administrative Regulation 0420.1, School-Based Program Coordination

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Regular Meeting
April 14, 2015

b. Board Policy 3111, Deferred Maintenance Funds

- 1415-0156 Approval of Board Policy and Administrative Regulation 0440, District Technology Plan, revision
- 1415-0157 Approval of Administrative Regulation 1220, Citizen Advisory Committees, revision
- 1415-0158 Approval of Board Policy and Administrative Regulation 3100, Budget, revision
- 1415-0159 Approval of Administrative Regulation 3110, Transfer of Funds, revision
- 1415-0160 Approval of Board Policy and Administrative Regulation 3350, Travel Expenses
- 1415-0161 Approval of Board Policy 5141.3, Health Examination, revision
- 1415-0162 Approval of Administrative Regulation 6145.2, Athletic Competition, revision
- 1415-0163 Approval of Board Policy and Administrative Regulation 6158, Independent Study, revision
- 1415-0164 Approval of Administrative Regulation 6162.51, State Academic Achievement Tests, revision
- 1415-0165 Approval of Administrative Regulation 6173, Education for Homeless Children, revision

G. ADVANCED PLANNING

1. Next Regular Board Meeting will be held on May 12, 2015, at Downieville School, 130 School Street, Downieville, CA, 95936, beginning with Closed Session, as needed, at 5 pm and the Regular Board Meeting at 6:00 pm.
2. Suggested Agenda items:
 - a. Local Control Accountability Plan
 - b. Preliminary Budget
 - c. HVAC Presentation

I. ADJOURNMENT

DRISCOLL/HALL
ADJOURNED at 7:57 pm.

Allen Wright, Clerk

Dr. Merrill M. Grant, Superintendent

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
00080037	04/13/2015	AVAYA, INC	01-5600	PHONE SYSTEM LOY/DVL		301.26
00080038	04/13/2015	BIG CERAMIC STORE	01-4300	Ceramic Supplies	256.64	
				Unpaid Sales Tax	17.70-	238.94
00080039	04/13/2015	CITY OF LOYALTON	01-5530	WATER AND SEWER - LOYALTON SITES	3,372.99	
			01-5899	WATER AND SEWER - LOYALTON SITES	209.57	3,582.56
00080040	04/13/2015	DOWNIEVILLE PUBLIC UTILITY DIS	01-5530	water		154.20
00080041	04/13/2015	EDULINK SYSTEMS INC.	01-5890	EDULINK SUPPORT CONTRACT		343.20
00080042	04/13/2015	FERRELLGAS	01-5540	PROPANE - VENDOR CHANGE	2,593.28	
			01-5899	PROPANE - VENDOR CHANGE	331.96	2,925.24
00080043	04/13/2015	FOREST VIEW SCREENING	01-5890	DOT CONSORTIUM		67.00
00080044	04/13/2015	FRONTIER CONSULTING ENGINEERING	01-5890	CONTRACTED SERVICES		3,141.00
00080045	04/13/2015	GOLD COUNTRY DISTRIBUTORS	13-4700	dairy products		122.25
00080046	04/13/2015	MERRILL GRANT	01-4300	PER DIEM/MILEAGE	14.54	
			01-5200	PER DIEM/MILEAGE	433.55	448.09
00080047	04/13/2015	HUNT & SONS, INC.	01-5590	heating oil		609.89
00080048	04/13/2015	RICHARD JAQUEZ	01-5200	MILEAGE		60.15
00080049	04/13/2015	JOSTENS	01-4300	Graduation Supplies		191.94
00080050	04/13/2015	K 12 MANAGEMENT INC.	01-5890	ISP PROGRAM		1,416.00
00080051	04/13/2015	MARIAN LAVEZZOLA	01-5600	TECH COTTAGE RENTAL		200.00
00080052	04/13/2015	LIBERTY UTILITIES	01-5510	ELECTRIC - LOYALTON SITES	5,247.10	
			01-5899	ELECTRIC - LOYALTON SITES	233.74	5,480.84
00080053	04/13/2015	MODEL DAIRY, LLC	13-4700	cafeteria dairy products		299.89
00080054	04/13/2015	MIKE MOORE	01-5200	PER DIEM AND MILEAGE	28.75	
			76-9576	H/W REIMBURSEMENT	571.60	600.35
00080055	04/13/2015	MOUNTAIN MESSENGER	01-5890	ADVERTISEMENTS AND PUBLIC HEARINGS		15.00
00080056	04/13/2015	NASCO MODESTO CORP.	01-4300	Supplies		102.39
00080057	04/13/2015	NORTH STATE SPRING CONFERENCE C/O JUDY BENNETT	01-5200	REGISTRATION		249.00
00080058	04/13/2015	NORTHEASTERN JOINT POWERS AUTHORITY	01-9571	13-14 WORKER'S COMP		910.15
00080059	04/13/2015	PROMEVO, LLC	01-6400	CHROMEBOOKS		15,885.72
00080060	04/13/2015	SCHOOL OUTFITTERS	01-4300	HEADPHONES		1,049.33
00080061	04/13/2015	SIERRA BOOSTER	01-5890	ADVERTISEMENTS/LEGAL/PUBLIC NOTICES		13.75
00080062	04/13/2015	SIERRA COUNTY HEALTH DEPARTMENT	01-5510	ELECTRICAL SERVICES FOR TECH COTTAGE		289.50
00080063	04/13/2015	SIERRA HARDWARE	01-4300	Misc maintenance materials	143.62	
			13-4300	Misc maintenance materials	17.73	161.35

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

ESCAPE ONLINE

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

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
00080064	04/13/2015	SIERRA VALLEY HOME CENTER	01-4300	custodial and maintence supplies	31.33	
				GARDEN SUPPLIES	441.32	
				MATERIALS/SUPPLIES	219.66	
				MISC. BUS SUPPLIES	38.89	
				SUPPLIES FOR 2014-2015	45.11	776.31
00080065	04/13/2015	SIERRA TRANSPORTATION COMPANY, LLC	01-5100	TRANSPORTATION	18,511.74	
			01-5890	TRANSPORTATION	3,055.52	21,567.26
00080066	04/13/2015	SIERRA VALLEY FEED	01-4300	Horseshoes		86.00
00080067	04/13/2015	STAPLES CONTRACT & COMM.	01-4300	Office supplies	92.83	
				Toner	163.55	
			01-5899	Office supplies	30.95	287.33
00080068	04/13/2015	TIMBERLINE AUTO PARTS & POWER EQUIPMENT	01-4350	PARTS		11.67
00080069	04/13/2015	TIP INC.,PRINTING & GRAPHIX	01-4300	Envelopes		356.36
00080070	04/13/2015	TRI COUNTY SCHOOLS INS. GR.	01-3901	APR 2015 HEALTH INSURANCE	1,219.88	
			01-3902	APR 2015 HEALTH INSURANCE	1,153.38	
			01-9535	APR 2015 HEALTH INSURANCE	13,725.74	
			76-9576	APR 2015 HEALTH INSURANCE	63,626.36	79,725.36
00080071	04/13/2015	US FOODSERVICE, INC.	13-4300	CAFETERIA - FOOD AND SUPPLIES	255.76	
			13-4700	CAFETERIA - FOOD AND SUPPLIES	1,465.77	1,721.53
00080072	04/13/2015	VOYAGER FLEET SYSTEMS INC.	01-4300	BUS FUEL	2,338.85	
				GASOLINE FOR MAINTENANCE	49.68	
				misc fuel expense	44.16	
			01-5200	FUEL	298.18	
			01-5899	FUEL	91.33	
			01-9210	FUEL	91.61	2,913.81
00080073	04/13/2015	ALLEN WRIGHT	01-5200	PER DIEM AND MILEAGE		6.90
Total Number of Checks					37	146,311.52

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	General Fund	34	79,969.86
13	Cafeteria Fund	4	2,161.40
76	Warrant/Pass Though (payroll)	2	64,197.96

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

ESCAPE ONLINE

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

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
			Total Number of Checks	37	146,329.22	
			Less Unpaid Sales Tax Liability		17.70	
			Net (Check Amount)		146,311.52	

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

Introduction:

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

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
<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.</p>	<p>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</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>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 providing 21st Century learning environments. Recommendations from Site Councils also continue to support the district’s goal to provide one-to-one computing for Grades 2-12 in 2015-16. School grounds and facilities remain on community and Site Council lists of needs so the district continues to work on maintaining schools that reflect the positive school culture we enjoy in our small district.</p>
<p>Annual Update: Given additional time to prepare for the LCAP, a more focused effort was made to gain wider community/county input from a larger stakeholder group. The Superintendent has extended his involvement in a variety of city and county organizations expanding his availability to the public and welcoming input from a wider population than in previous years. This effort resulted in more coordinated feedback and support for our local public schools.</p>	<p>Annual Update: Spending is focused on support for previous goals and an expansion of priorities noted by stakeholder groups such as one-to-one technology for grades 2-12, continued funding for updated facilities and classroom furnishings, PLC time spent in professional development related to the English Language Development state standards, increased participation in funding athletic transportation, and increased budgeting for student field trips.</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?

GOAL:	All students receive instruction and services to support their intellectual, social, emotional, and physical development.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 4 5 6 7 <input checked="" type="checkbox"/> 8 COE only: 9 10 Local: Specify	
Identified Need :	<p>All teachers are appropriately assigned and 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 schools embrace the value of extra- and co-curricular activities that provide for further intellectual, social, emotional, and physical development of students.</p>			
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
LCAP Year 1: 2015-16				
Expected Annual Measurable Outcomes:	<p>90% of teachers are fully credentialed for any core subject they are teaching and have certification to teach English Learners.</p> <p>40% of courses have adopted instructional materials, textbooks, and course outlines to meet the California Common Core State Standards.</p> <p>100% of K-8 students are placed in broad courses of study.</p> <p>90% of 9-12 students are making adequate progress towards graduation.</p> <p>65% of students in grades 9-12 participate in at least one extra- or co-curricular activity during the academic year.</p> <p>75% of 7-12 schools in the district hold an annual School Science Fair.</p> <p>25% of graduates complete a Career Technical Pathway prior to graduation.</p>			
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Development of a five-year textbook adoption plan	All		<input checked="" type="checkbox"/> ALL	\$ 4,000

proposed by Sierra-Plumas Teachers' Association and approved by the School Board.		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)_____	
Purchase of textbooks and instructional materials and development of updated course outlines to align with CCCSS in accordance with the five-year adoption plan.	All	<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)_____	\$ 35,000
Fund a Title I Teacher .3 FTE to provide services to all students at Loyalton Elementary School who need support in core academic areas.	LES	<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)_____	\$ 15,000
Fund Title I instructional aides at each school site in the district to provide support for students in core academic subjects.	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)_____	\$ 40,000
Fund English Language Learner instructional aides to provide support in core academic subjects and language acquisition.	All	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	--
Provide Career Technical Education courses for students in grades 7-12 and fund extended summer contract for Agriculture teacher.	All	<input checked="" type="checkbox"/> ALL in grades 7-12. 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)_____	\$ 57,000

Support co- and extracurricular activities.	All	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$ 73,000
Fund a partial full-time equivalent teacher for Visual and Performing Arts (VAPA) instruction in grades 7-12.	LHS	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other SubgroupsⓈSpecify)_____	\$ 30,000
Fund an Art Specialist to work in grades K-6.	LES	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$ 15,000
Consider hiring a credentialed PE teacher to serve all students.	All	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	--
Fund instructors, course materials, and supplies for Sierra Pass Continuation High School and an on-line Independent Study Program.	All	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$ 145,000
Fund a Curriculum Coordinator to oversee development of updated course outlines and adoption of textbooks and instructional materials to align courses with CCCSS.	All	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	--

LCAP Year 2: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<p>100% of teachers are fully credentialed for any core subject they are teaching and have certification to teach English Learners.</p> <p>60% of courses have adopted instructional materials, textbooks, and course outlines to meet the California Common Core State Standards.</p> <p>100% of K-8 students are placed in broad courses of study.</p> <p>90% of 9-12 students are making adequate progress towards graduation.</p> <p>70% of students in grades 9-12 participate in at least one extra- or co-curricular activity during the academic year.</p> <p>100% of 7-12 schools in the district hold an annual School Science Fair.</p> <p>30% of graduates complete a Career Technical Pathway prior to graduation.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Development of a five-year textbook adoption plan proposed by Sierra-Plumas Teachers' Association and approved by the School Board.	All	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	\$ 4,000
Purchase of textbooks and instructional materials and development of updated course outlines to align with CCCSS in accordance with the five-year adoption plan.	All	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$ 35,000
Fund a Title I Teacher .3 FTE to provide services to all students at Loyalton Elementary School who need support in core academic areas.	LES	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$ 15,000

Fund Title I instructional aides at each school site in the district to provide support for students in core academic subjects.	All	<input checked="" type="checkbox"/> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$ 40,000
Fund English Language Learner instructional aides to provide support in core academic subjects and language acquisition.	All	__ ALL OR: __ Low Income pupils <input checked="" type="checkbox"/> English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	--
Provide Career Technical Education courses for students in grades 7-12 and fund extended summer contract for Agriculture teacher.	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)_____	\$ 60,000
Support co- and extracurricular activities.	All	<input checked="" type="checkbox"/> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$ 74,000
Fund a partial full-time equivalent teacher for Visual and Performing Arts (VAPA) instruction in grades 7-12.	LHS	<input checked="" type="checkbox"/> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other SubgroupsⓂSpecify)_____	\$ 30,000
Fund an Art Specialist to work in grades K-6.	LES	<input checked="" type="checkbox"/> ALL	\$ 15,000

		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 hiring a credentialed PE teacher to serve all students.	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)_____	--
Fund instructors, course materials, and supplies for Sierra Pass Continuation High School and an on-line Independent Study Program.	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)_____	\$ 146,500
Fund a Curriculum Coordinator to oversee development of updated course outlines and adoption of textbooks and instructional materials to align courses with CCCSS.	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)_____	--

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	100% of teachers are fully credentialed for any core subject they are teaching and have certification to teach English Learners. 80% of courses have adopted instructional materials, textbooks, and course outlines to meet the California Common Core State Standards. 100% of K-8 students are placed in broad courses of study. 95% of 9-12 students are making adequate progress towards graduation. 75% of students in grades 9-12 participate in at least one extra- or co-curricular activity during the academic year. 100% of 7-12 schools in the district hold an annual School Science Fair.
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33% of graduates complete a Career Technical Pathway prior to graduation.			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Development of a five-year textbook adoption plan proposed by Sierra-Plumas Teachers' Association and approved by the School Board.	All	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	\$ 4,000
Purchase of textbooks and instructional materials and development of updated course outlines to align with CCCSS in accordance with the five-year adoption plan.	All	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$ 40,000
Fund a Title I Teacher .3 FTE to provide services to all students at Loyalton Elementary School who need support in core academic areas.	LES	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$ 17,000
Fund Title I instructional aides at each school site in the district to provide support for students in core academic subjects.	All	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$ 4,000
Fund English Language Learner instructional aides to provide support in core academic subjects and language acquisition.	All	__ALL OR: __Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	--
Provide Career Technical Education courses for	All	<input checked="" type="checkbox"/> ALL in grades 7-12.	\$ 75,000

students in grades 7-12 and fund extended summer contract for Agriculture teacher.		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)_____	
Support co- and extracurricular activities.	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)_____	\$ 80,000
Fund a partial full-time equivalent teacher for Visual and Performing Arts (VAPA) instruction in grades 7-12.	LHS	<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)_____	\$ 35,000
Fund an Art Specialist to work in grades K-6.	LES	<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)_____	\$ 17,500
Consider hiring a credentialed PE teacher to serve all students.	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)_____	--
Fund instructors, course materials, and supplies for Sierra Pass Continuation High School and an on-line Independent Study Program.	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)_____	\$ 150,000

Fund a Curriculum Coordinator to oversee development of updated course outlines and adoption of textbooks and instructional materials to align courses with CCCSS.	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)_____	--
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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 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 7 8 <input checked="" type="checkbox"/> COE only: 9 10 Local: Specify
Identified Need :	All administrators, teachers, and staff recognize their participation in student success, understand the power of collaboration, and value professional development. All students participate in universal screening and local benchmark assessment; students who need intensive intervention in ELA or mathematics re provided instruction using adopted intervention programs. All students are provided multiple pathways to achieve academic success including independent study, alternative education, college readiness, and career technical pathways. All students in grades 3-12 have opportunities to participate in extra- and co-curricular activities.	
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All	
LCAP Year 1: 2015-16		
Expected Annual Measurable Outcomes:	There is a published school calendar that includes minimum days designated for professional collaboration. 90% of school staff submit a professional development plan to their site administrator on or before September 30. 100% of eligible students participate in the California Assessment of Student Performance and Progress (CAASPP) testing. 90% of students in intensive intervention programs achieve grade level within two years of entering the intervention program. 40% of graduates meet the a-g UC/CSU entrance requirements. 30% of students who take the Advanced Placement exams score a 3 or higher.	

50% of sophomores score proficient or advanced on the CAHSEE.
 30% of juniors are recognized as “college ready” or “conditionally college ready” on the EAP exams in ELA or mathematics.
 90% of 9-12 class cohort graduate from high school.
 85% of students are in attendance daily, averaged over the year.
 Fewer than 7.5% of students are suspended in the year.
 Fewer than 1% of students are expelled in the year.
 60% of students who participate in California’s Physical Fitness Test test within the *Healthy Fitness Zone* in at least five of the 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 are reclassified Fluent English Proficient within four years of initial enrollment.
 95% of graduates who are Agriculture Completers receive their State FFA Degree.
 30% of graduates have completed a Career Technical pathway.
 70% of grade 9-12 students participate in at least one extra- or co-curricular activity.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Fund professional development activities for local program, NCLB compliance requirements, and travel and conference to remote professional development locations.	All	<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)_____	\$ 9,900
Fund district wide writing and math assessments to be administered at least three times a year.	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)_____	\$ 10,000

Provide sections for remedial and enrichment courses in the high schools (7-12) class schedules.	All	<input checked="" type="checkbox"/> ALL grades 7-12 OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$ 175,000
Fund testing programs for core subject areas and physical education.	All	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$ 2,000
Fund an Academic Adviser for 9-12 students to assist them in meeting academic needs according to their future plans.	LHS	<input checked="" type="checkbox"/> ALL 9-12 students OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$ 14,000
Fund intensive intervention instruction for students in grades K-12 ELA and mathematics.	All	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$ 96,000

LCAP Year 2: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<p>There is a published school calendar that includes minimum days designated for professional collaboration.</p> <p>100% of school staff submit a professional development plan to their site administrator on or before September 30.</p> <p>100% of eligible students participate in the California Assessment of Student Performance and Progress (CAASPP) testing.</p> <p>50% of students met or exceeded standards on the 2015 CAASPP test.</p> <p>90% of students in intensive intervention programs achieve grade level within two years of entering the</p>
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intervention program.

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

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

55% of sophomores score proficient or advanced on the CAHSEE.

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

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

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

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

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

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

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

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

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

30% of graduates have completed a Career Technical pathway.

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

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Fund professional development activities for local program, NCLB compliance requirements, and travel and conference to remote professional development locations.	All	<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)_____	\$ 9,300
Fund district wide writing and math assessments	All	<input checked="" type="checkbox"/> ALL	\$ 10,000

to be administered at least three times a year.		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 sections for remedial and enrichment courses in the high schools (7-12) class schedules.	All	<input checked="" type="checkbox"/> ALL grades 7-12 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)_____	\$ 175,000
Fund testing programs for core subject areas and physical education.	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)_____	\$ 2,500
Fund an Academic Adviser for 9-12 students to assist them in meeting academic needs according to their future plans.	LHS	<input checked="" type="checkbox"/> ALL 9-12 students 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)_____	\$ 14,000
Fund intensive intervention instruction for students in grades K-12 ELA and mathematics.	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)_____	\$ 96,000

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	<p>There is a published school calendar that includes minimum days designated for professional collaboration.</p> <p>100% of school staff submit a professional development plan to their site administrator on or before September 30.</p> <p>100% of eligible students participate in the California Assessment of Student Performance and Progress</p>
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(CAASPP) testing.

55% of students met or exceeded standards on the 2015 CAASPP test.

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

50% of graduates meet the a-g UC/CSU entrance requirements.

40% of students who take the Advanced Placement exams score a 3 or higher.

60% of sophomores score proficient or advanced on the CAHSEE.

40% of juniors are recognized as “college ready” or “conditionally college ready” on the EAP exams in ELA or mathematics.

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

91% of students are in attendance daily, averaged over the year.

Fewer than 2.5% of students are suspended in the year.

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

70% of students who participate in California’s Physical Fitness Test test within the *Healthy Fitness Zone* in at least five of the six areas.

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

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

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

30% of graduates have completed a Career Technical pathway.

80% of grade 9-12 students participate in at least one extra- or co-curricular activity.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Fund professional development activities for local program, NCLB compliance requirements, and travel and conference to remote professional	All	<input checked="" type="checkbox"/> ALL	\$ 9,000
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	

development locations.		<input type="checkbox"/> Other Subgroups:(Specify)_____	
Fund district wide writing and math assessments to be administered at least three times a year.	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)_____	\$ 10,000
Provide sections for remedial and enrichment courses in the high schools (7-12) class schedules.	All	<input checked="" type="checkbox"/> ALL grades 7-12 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)_____	\$ 180,000
Fund testing programs for core subject areas and physical education.	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)_____	\$ 2,500
Fund an Academic Adviser for 9-12 students to assist them in meeting academic needs according to their future plans.	LHS	<input checked="" type="checkbox"/> ALL 9-12 students 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)_____	\$ 14,000
Fund intensive intervention instruction for students in grades K-12 ELA and mathematics.	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)_____	\$ 98,000

GOAL:	All stakeholders are engaged in promoting a district culture where student success is realized, communicated, and celebrated.	Related State and/or Local Priorities: 1 2 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 6 <input checked="" type="checkbox"/> 7 8 COE only: 9 10 Local: Specify
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Identified Need :	<p>There is broad stakeholder representation on the District Advisory Committee (DAC). Members of the DAC are actively involved in school improvement and promotion, the public is invited to all DAC meetings, and the calendar of DAC meetings is published to encourage broad stakeholder involvement.</p> <p>Sierra-Plumas Joint Unified School District (SPJUSD) 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 advanced to provide for inclusion of administrators, teachers, parents, students, and other advocates.</p> <p>Parent and student surveys are administered as a means of receiving stakeholder input on SPJUSD programs and services from representatives of all student groups and subgroups.</p>
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Goal Applies to:	Schools: All
	Applicable Pupil Subgroups: All

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	<p>75% of subgroups are represented on the DAC membership roll.</p> <p>District Advisory Committee (DAC) meetings and monthly SPJUSD Board of Trustees meetings are clearly indicated on the SPJUSD calendar and posted on the Sierra County Office of Education website.</p> <p>50% of parents return the annual School Climate Survey.</p> <p>80% of students return the annual School Climate Survey.</p> <p>50 stakeholders participate in the Community Forums.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Fund administration of student/parent school climate and other parent engagement surveys through the school sites. Publicize results. Schedule Community Forums to discuss outcome of surveys and to prioritize and gather input for	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)_____	\$ 750

future LCAPs. Explore way to expand and retain DAC membership.

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:

100% of subgroups are represented on the DAC membership roll.
 District Advisory Committee (DAC) meetings and monthly SPJUSD Board of Trustees meetings are clearly indicated on the SPJUSD calendar and posted on the Sierra County Office of Education website.
 65% of parents return the annual School Climate Survey.
 90% of students return the annual School Climate Survey.
 75 stakeholders participate in the Community Forums.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Fund administration of student/parent school climate and other parent engagement surveys through the school sites. Publicize results. Schedule Community Forums to discuss outcome of surveys and to prioritize and gather input for future LCAPs. Explore way to expand and retain DAC membership.	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)_____	\$ 750

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:

100% of subgroups are represented on the DAC membership roll.
 District Advisory Committee (DAC) meetings and monthly SPJUSD Board of Trustees meetings are clearly indicated on the SPJUSD calendar and posted on the Sierra County Office of Education website.
 70% of parents return the annual School Climate Survey.
 95% of students return the annual School Climate Survey.
 100 stakeholders participate in the Community Forums.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Fund administration of student/parent school	All	<input checked="" type="checkbox"/> ALL	\$ 750

climate and other parent engagement surveys through the school sites. Publicize results. Schedule Community Forums to discuss outcome of surveys and to prioritize and gather input for future LCAPs. Explore way to expand and retain DAC membership.

OR:

Low Income pupils English Learners

Foster Youth Redesignated fluent English proficient

Other Subgroups:(Specify)_____

GOAL:	All schools and facilities are accessible, safe, and healthy places for students, staff, and community; and all classrooms are designed and furnished for optimal learning.	Related State and/or Local Priorities: 1 2 3 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 8 COE only: 9 10 Local: Specify
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Identified Need :	Students and parents report that students feel emotionally and physical safe at school. Maintenance and custodial staff are maintained at a sufficient level to provide for clean and safe facilities and are organized to optimize facility and grounds upkeep. Classrooms are attractive and provide adequate storage, furnishings, and technology to support student learning.
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Goal Applies to:	Schools: All
	Applicable Pupil Subgroups: All

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	60% of students feel “very safe” at school based on data from the latest administration of the California Healthy Kids Survey (CHKS). 4% or fewer students have been suspended or expelled because of a physically violent act. 75% of parents and students who return School Climate Surveys have overall positive responses. 100% of schools score Good or Exemplary on the annual Facilities Inspection Tool (FIT). Evidence indicates there is a plan in the district budget for facility contingencies. Evidence indicates there is funding in the district budget for classroom furniture, fixtures, and technology.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Fund and provide training for maintenance and custodial staff necessary to care for school buildings, grounds, and classrooms to provide a safe environment for student, staff, and visitors.	All	<input checked="" type="checkbox"/> ALL	\$ 704,325
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Fund training for students and staff in programs that promote school climate and student safety.	All	<input checked="" type="checkbox"/> ALL	\$ 5,000
		OR: __Low Income pupils __English Learners	

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Develop a three- to five-year facility plan to address major repairs and maintenance projects.	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)_____	\$ 105,000
Develop a plan to replace classroom furnishings and technology on a regular basis and budget accordingly.	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)_____	--

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	70% of students feel “very safe” at school based on data from the latest administration of the California Healthy Kids Survey (CHKS). 3% or fewer students have been suspended or expelled because of a physically violent act. 75% of parents and students who return School Climate Surveys have overall positive responses. 100% of schools score Good or Exemplary on the annual Facilities Inspection Tool (FIT). Evidence indicates there is a plan in the district budget for facility contingencies. Evidence indicates there is funding in the district budget for classroom furniture, fixtures, and technology.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Fund and provide training for maintenance and custodial staff necessary to care for school buildings, grounds, and classrooms to provide a safe environment for student, staff, and visitors.	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)_____	\$ 712,337
Fund training for students and staff in programs	All	<input checked="" type="checkbox"/> ALL	\$ 5,000

that promote school climate and student safety.		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)_____	
Develop a three- to five-year facility plan to address major repairs and maintenance projects.	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)_____	\$ 105,000
Develop a plan to replace classroom furnishings and technology on a regular basis and budget accordingly.	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)_____	--

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	<p>75% of students feel “very safe” at school based on data from the latest administration of the California Healthy Kids Survey (CHKS).</p> <p>2% or fewer students have been suspended or expelled because of a physically violent act.</p> <p>80% of parents and students who return School Climate Surveys have overall positive responses.</p> <p>100% of schools score Good or Exemplary on the annual Facilities Inspection Tool (FIT).</p> <p>Evidence indicates there is a plan in the district budget for facility contingencies.</p> <p>Evidence indicates there is funding in the district budget for classroom furniture, fixtures, and technology.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Fund and provide training for maintenance and custodial staff necessary to care for school buildings, grounds, and classrooms to provide a safe environment for student, staff, and visitors.	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)_____	\$ 715,000

Fund training for students and staff in programs that promote school climate and student safety.	All	<input checked="" type="checkbox"/> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$ 5,000
Develop a three- to five-year facility plan to address major repairs and maintenance projects.	All	<input checked="" type="checkbox"/> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$ 105,000
Develop a plan to replace classroom furnishings and technology on a regular basis and budget accordingly.	All	<input checked="" type="checkbox"/> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	--

Annual Update

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

Guiding Questions:

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

- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Original GOAL from prior year LCAP:	All students receive instruction and services to support their intellectual, social, emotional, and physical development.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 4 5 6 7 <input checked="" type="checkbox"/> 8 COE only: 9 10 Local: Specify
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	80% of teachers are fully credentialed for any core subject they are teaching and have certification to teach English Learners. 20% of courses have adopted instructional materials, textbooks, and course outlines to meet the California Common Core State Standards. 100% of K-8 students are placed in broad courses of study. 90% of 9-12 students are making adequate progress towards graduation. 60% of students in grades 9-12 participate in at least one extra- or co-curricular activity during the academic year.	Actual Annual Measurable Outcomes:
		Need Sue We are in the adoption process for grades 7-12 common core aligned mathematics curriculum for implementation in the fall of 2015. 100% of K-8 students are placed in broad courses of study. 96% of 9-12 students are making adequate progress towards graduation. More than 60% of students in grades 9-12 participated in at least one extra- or co-curricular activity during the academic year.

	<p>50% of 7-12 schools in the district hold an annual School Science Fair.</p> <p>20% of graduates complete a Career Technical Pathway prior to graduation.</p>		<p>Both 7-12 schools participated in science fairs.</p> <p>More than 20% of 2015 graduates completed a Career Technical Pathway prior to graduation.</p>
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>Development of a five-year textbook adoption plan proposed by Sierra-Plumas Teachers' Association (SPTA) and approved by the SPJUSD Board.</p>	<p>\$ 2,000</p>	<p>SPTA has not met to propose an adoption plan. Instead the 7-12 math teachers met to select new common-core aligned textbooks and materials for purchase in July and implementation in the fall of 2015. These are currently awaiting approval and adoption.</p>	<p>--</p>
<p>Scope of service:</p>	<p>All</p>	<p>Scope of service:</p>	<p>DJSHS, LHS, Sierra Pass</p>
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL grades 7-12 students</p>	
<p>OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____</p>		<p>OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____</p>	
<p>Purchase of textbooks and instructional materials and development of updated course outlines to align with CCCSS in accordance with the five-year adoption plan.</p>	<p>\$ 86,000</p>	<p>Rose? Did we purchase any books this year?</p>	
<p>Scope of service:</p>	<p>All</p>	<p>Scope of service:</p>	
<p><input checked="" type="checkbox"/> ALL</p>		<p>___ ALL</p>	
<p>OR:</p>		<p>OR:</p>	

<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 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)_____		
Fund a Title I teacher to provide services to all students at Loyalton Elementary School who need support in core academic areas.		\$ 15,000	Funded a .3 FTE Title I teacher who provided services to all students at Loyalton Elementary School who needed support in core academic areas.		\$ 15,000
Scope of service:	LES		Scope of service:	LES	
<input checked="" type="checkbox"/> 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)_____			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)_____		
Fund Title I instructional aides at each school site in the district to provide support for students in core academic subjects.		\$ 40,000	Funded Title I instructional aides at each school site in the district to provide support for students in core academic subjects.		\$ 40,000
Scope of service:	All		Scope of service:	All	
<input checked="" type="checkbox"/> 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)_____			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)_____		
Fund English Learner aides to provide support in core academic subjects and language acquisition.		\$ 25,000	Funded English Learner aides to provide support in core academic subjects and language acquisition.		\$ 25,000
Scope of service:	All		Scope of service:	All	

__ALL			__ALL		
OR: __Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Provide Career Technical Education courses for students in grades 7-12 and fund extended summer contract for Agriculture teacher.		\$ 55,000	Provided Career Technical Education courses for students in grades 7-12 and funded extended summer contract for Agriculture teacher.		\$ 55,000
Scope of service:	DJSHS and LHS		Scope of service:	DJSHS and LHS	
<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)_____		
Support co- and extra-curricular activities.		\$ 72,000	Supported co- and extra-curricular activities.		\$ 72,000
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)_____		
Fund a partial FTE teacher for Visual and Performing Arts (VAPA) instruction in grades 7-12.		\$ 30,000	Funded a partial FTE teacher for VAPA instruction in grades 7-12.		\$ 30,000
Scope of service:	LHS		Scope of service:	LHS	

<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)_____		
Fund Art Specialist to work in grades K-6.		\$ 15,000	Funded Art Specialist to work in grades K-6.		\$ 15,000
Scope of service:	LES		Scope of service:	LES	
<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)_____		
Consider hiring a credentialed PE instructor to serve all students.		--	This was considered, but not put into action at this time.		--
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)_____		
Fund instructors, course materials, and supplies for Sierra Pass Continuation High School and an on-line Independent Study Program.		\$ 145,000	Funded instructors, course materials, and supplies for Sierra Pass Continuation High School and an on-line Independent Study Program.		\$ 145,000
Scope of service:	All		Scope of service:	All	

<input checked="" type="checkbox"/> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		<input checked="" type="checkbox"/> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
Fund a Curriculum Coordinator to oversee development of updated course outlines and adoption of textbooks and instructional materials to align courses with CCCSS.	--	This position was provided by Sierra County Office of Ed.	--
Scope of service:	All	Scope of service:	All
<input checked="" type="checkbox"/> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		<input checked="" type="checkbox"/> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	We are going to continue to look for direction from SPTA regarding an adoption plan and seek teachers who are willing to accept the stipend for leading textbook adoptions. Because of changes in district administration, it is unlikely that there will be a Curriculum Coordinator position in 2014-16 and that these responsibilities will have to be absorbed by current staff. More time might be provided for the Title I teacher to provide services to LES students in 2015-17 because of staffing changes. We continue to seek ways to expand our Career Technical Education pathways and course offerings. The district has committed to increasing contributions toward athletic travel district wide to meet the increasing costs of athletic programs.		

Original GOAL from prior year LCAP:	All students engage in a rigorous curriculum and acquire the knowledge, critical thinking skills, and characteristics needed for success in college, career, and life.		Related State and/or Local Priorities: 1 2 3 4☑ 5☑ 6 7 8☑ COE only: 9 10 Local: Specify
Goal Applies to:	Schools:	All	
	Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	<p>School calendar that has minimum days designated for professional collaboration.</p> <p>80% of school staff submit a professional development plan to their site administrator on or before September 30.</p> <p>50% of schools meet their AYP.</p> <p>100% of schools administer local benchmark testing in core subject areas at least three times during the year.</p> <p>80% of students in intensive intervention programs achieve grade level within two years of entering the intervention program.</p> <p>35% of graduates meet the a-g UC/CSU entrance requirements.</p> <p>25% of students who take the Advanced Placement exams score a 3 or higher.</p> <p>40% of sophomores score proficient or advanced on the CAHSEE.</p> <p>25% of juniors are recognized as “college ready” or “conditionally college ready” on the EAP exams</p>	Actual Annual Measurable Outcomes:	<p>The school calendar has minimum days designated for professional collaboration.</p> <p>Staff was not asked to submit professional development plans this year, but participated by site in developing topics for this year’s PLCs.</p> <p>AYP data was not available this year due to our small school size.</p> <p>100% of schools administered benchmark tests in ELA and mathematics this year through the district-purchased tests.</p> <p>This is our first year of tracking movement out of intensive intervention programs. One more year is needed to judge this metric.</p> <p>Over 40% of 2015 graduates meet the a-g UC/CSU entrance requirements.</p> <p>Over 40% of students who took an AP exam in 2014 scored a 3 or higher.</p> <p>Over 40% of this year’s sophomores testing in February scored proficient or advanced on the CAHSEE.</p> <p>Our 2014 ELA EAP essays were not scored because a return issue; over 40% of our juniors</p>

<p>in ELA or mathematics.</p> <p>80% of 9-12 class cohort graduate from high school.</p> <p>80% of students are in attendance daily, average.</p> <p>Fewer than 10% of students are suspended in the year.</p> <p>Fewer than 1% of students are expelled in the year.</p> <p>55% of students who participate in California's Physical Fitness Test test within the <i>Healthy Fitness Zone</i>.</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>90% of English Learners are reclassified Fluent English Proficient within five years of initial enrollment.</p> <p>90% of graduates who are Agriculture Completers receive their State FFA Degree.</p> <p>25% of graduates have completed a Career Technical Pathway.</p> <p>60% of students participate in at least one extra- or co-curricular activity.</p>	<p>were "college ready" or "conditionally college ready" in math.</p> <p>Over 80% of our 2015 9-12 class cohort will graduate.</p> <p>Over 80% of students are in attendance daily.</p> <p>Fewer than 5% of students were suspended so far in 2014-2015.</p> <p>There were no expulsions in the district during the 2014-15 year</p> <p>60% 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>Over 90% of K-8 students are being recommended for promotion at the end of the current school year.</p> <p>Over 25% of graduates have completed a Career Technical Pathway.</p> <p>Over 60% of students in grades 9-12 participated in at least one extra- or co-curricular activity in 2014-15.</p>
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual

					Expenditures
Fund professional development activities for local program, NCLB compliance requirements, and travel and conference to remote professional development locations.		\$ 30,600	Funded professional development for staff.		\$ 30,600
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)_____		
Fund the development and scoring of a district wide writing assessment to be administered at least three times a year.		\$ 10,000	Funded the purchase of on-line tests for ELA and mathematics.		\$ 10,000
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)_____		
Provide sections for remedial and enrichment courses in the high schools (7-12) class schedule.		\$ 175,000	Provided sections CAHSEE Prep, Advanced Placement, and enrichment courses in high schools.		\$ 175,000
Scope of service:	DJSHS, LHS		Scope of service:	DJSHS, LHS	
<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)_____		

Fund testing programs for core subject areas and education.		--	This was noted above with benchmark testing. Physical Fitness testing has minimal cost.	--
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)_____	
Fund an Academic Adviser for 9-12 students to assist them in meeting academic needs according to their future plans.		\$ 14,000	Funded an Academic Adviser for 9-12 students.	\$ 14,000
Scope of service:	LHS		Scope of service:	LHS
<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)_____	
Fund intensive intervention instruction for students in grades K-12 ELA and mathematics.		\$ 95,000	Funded intensive intervention instruction for students in Grades K-12 ELA and mathematics.	\$ 95,000
Scope of service:	All		Scope of service:	All
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: ___ Low Income pupils ___ English Learners			OR: ___ Low Income pupils ___ English Learners	

<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>We anticipate additional professional development to be needed as we continue adopting common core aligned textbooks and materials and as courses continue to be revised to meet the more rigorous college entrance and career preparation standards. We are hopeful that the CAASPP interim assessments will provide accurate feedback for those grade levels that are not testing so that other benchmarks will no longer be necessary. We are no longer relying on AYP to provide a measure since our student population has dropped below the reporting level.</p>		

Original GOAL from prior year LCAP:	All stakeholders are engaged in promoting a district culture where student success is realized, communicated, and celebrated.	Related State and/or Local Priorities: 1 2 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 6 <input checked="" type="checkbox"/> 7 8 COE only: 9 10 Local: Specify
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Goal Applies to:	Schools:	Applicable Pupil Subgroups:
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Expected Annual Measurable Outcomes:	<p>50% of subgroups are represented on the District Advisory Committee (DAC).</p> <p>Four DAC meetings and monthly SPJUSD Board of Trustees meetings are clearly indicated on the SPJUSD calendar and posted on the Sierra County Office of Education website.</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 Forums.</p>	Actual Annual Measurable Outcomes:	<p>Need DAC membership or participation roll sheet from this year's meeting.</p> <p>DAC meetings and monthly SPJUSD Board meetings are posted on the calendar and on the SCOE website.</p> <p>We did not administer the parent School Climate Survey this year.</p> <p>We did not administer the student School Climate Survey this year.</p> <p>Over 30 stakeholders participated in the annual LCAP Community Forums this year.</p>
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Administer student/parent school climate and other parent engagement surveys. Publicize results. Schedule Community Forums to discuss outcome of surveys and to prioritize and gather input for future	\$ 750	Scheduled and hosted Community Forums at each comprehensive school site in the district. Invited stakeholders through an all-call to all student homes, publicized the events throughout the district.	\$ 750

LCAPs. Explore ways to retain DAC members.				
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 of changes in district-level staffing, the surveys could not be administered from the district office. In 2015-16 schools may conduct their own parent and student School Climate Surveys and report the data they acquire. We need to also ask school sites to promote participation by individuals representing subgroups on our District Advisory Committee.		

Original GOAL from prior year LCAP:	All schools and facilities are accessible, safe, and healthy places for students, staff, and community; and all classrooms are designed and furnished for optimal learning.		Related State and/or Local Priorities: 1 2 3 4☒ 5☒ 6☒ 7 8 COE only: 9 10 Local: Specify	
Goal Applies to:	Schools:	All		
Expected Annual Measurable Outcomes:	Applicable Pupil Subgroups:	All		
<p>50% of students feel “very safe” at school based on data from the latest administration of the California Healthy Kids Survey (CHKS).</p> <p>5% or fewer students have been suspended or expelled because of a physically violent act.</p> <p>50% of parents and students return School Climate Surveys with overall positive responses.</p> <p>75% of schools scored Good or Exemplary on the annual Facilities Inspection Tool (FIT).</p> <p>Evidence indicates there is a plan in the district budget for facility contingencies.</p> <p>Evidence indicates there is funding in the district budget for classroom furniture, fixtures, and technology.</p>		<p>Actual Annual Measurable Outcomes:</p>	<p>Over 50% of students feel “very safe” at school based on data from the most recent administration of the CHKS.</p> <p>Fewer than 5% of students have been suspended or expelled because of a physically violent act.</p> <p>We did not administer the parent School Climate Survey this year.</p> <p>100% of schools scored Good or Exemplary on the annual FIT.</p> <p>There is evidence in the budget that there is a plan for facility contingencies.</p> <p>There is evidence in the budget that the district continues to provide furniture, fixtures, and technology for our schools.</p>	
LCAP Year: 2014-15				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Fund and provide training for maintenance and custodial staff necessary to care for school buildings, grounds, and classrooms that will provide a safe environment for students and staff.	\$ 687,647	Funded and provided training for maintenance and custodial staff to care for schools.	\$ 687,647	

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)_____
Fund training for students and staff in programs that promote school climate and student safety.	--		This training was not requested this year.
			--
Scope of service:	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)_____
Develop a three- to five-year facility plan to address major repairs and maintenance.	\$ 350,000		A plan is in place and the parking lot at LHS was resurfaced and the water drainage repaired. Exterior painting was completed at Downieville School. Energy efficient projects are to be determined for upcoming years.
			\$ 350,000
Scope of service:	All		Scope of service:
			DES, DJSHS, LES
<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)_____
Develop a plan to replace classroom furnishings and technology on a regular basis and budget accordingly.	--		This plan is in the works. Purchases of furnishings and technology are addressed in the budget. The technology plan is updated annually.
			--

Scope of service:	All	Scope of service:	All
<input checked="" type="checkbox"/> 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)_____		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)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Loyalton High School needs to request training for the research validated PeaceBuilder/PeaceMediator program that is used at that site. Other schools may want to renew or review their school culture plans. School Site Councils should continue providing the district office with recommendations regarding plans for updating grounds, facilities, furnishings, and technology.		

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

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

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

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

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

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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).

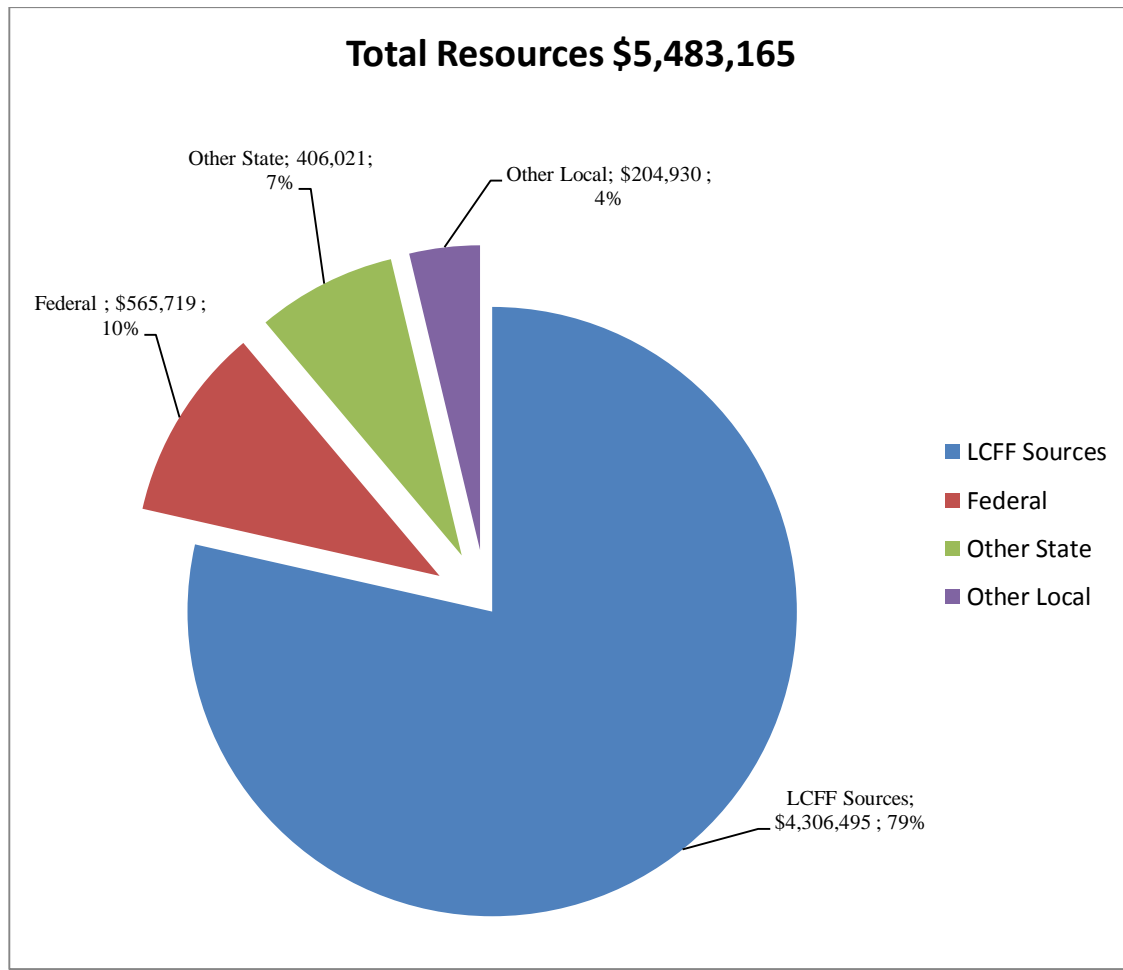
(3) Divide (1) by (2).

01-13-15 [California Department of Education]

Sierra-Plumas Joint Unified School District
2015-2016 Preliminary Budget
Presented May 12, 2015

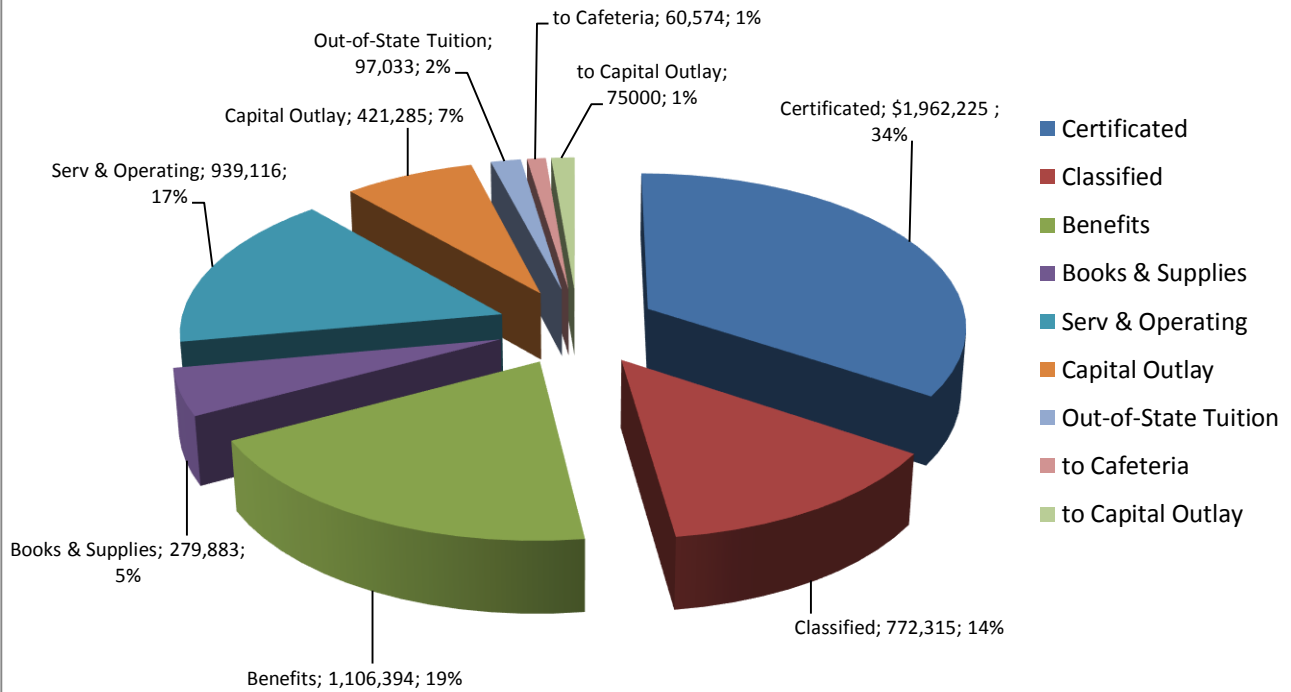
Student Attendance/Enrollment

Attendance:	2013/2014 P2	2014/2015 P2	2015/2016 Proj	2016/2017 Proj	2017/2018 Proj	2018/2019 Proj	2019/2020 Proj
Downieville Elementary	29.17	27.55	27.16	21.34	22.31	21.34	17.46
Downieville Jr. High	5.74	6.77	7.04	10.56	7.92	3.52	7.92
Downieville Sr. High	13.86	11.54	9.50	11.40	13.30	18.05	16.15
Loyalton Elementary	165.24	168.11	161.28	165.12	164.16	163.20	164.16
Loyalton 7-8	42.58	49.22	58.28	48.88	43.24	49.40	47.50
Loyalton High	90.97	88.80	91.18	92.12	100.58	96.90	102.60
Sierra Pass – Continuation	3.49	4.20	1.28	1.28	1.93	2.57	2.57
District Total	351.05	356.19	355.72	350.70	353.44	354.98	358.36
Washoe’s Students ADA	13.34	11.30	12.24	10.36	10.36	9.42	9.42
Supplemental Percent (*2-yr rolling average)	49.34%	44.24%*	45.87%	44.28%	44.28%	44.35%	44.08%
Enrollment	377	372	375	370	373	373	377



Unduplicated as % of Enrollment		Base Grade Span	Grade Span Adjust	Supplemental
Grades K-3	ADA	7,083	737	20% of BGS X Undup Count of 45.87%
Grades 4-6	ADA	7,189		
Grades 7-8	ADA	7,403		
Grades 9-12	ADA	8,578	223	
Transportation Add-on of \$488,250				
GAP funding 32.19%				

Expenditures & Other Uses \$5,713,825



Net Increase (Decrease) in Fund Balance

Fiscal Year	Amount
2011-12 actuals	(217,031)
2012-13 actuals	(1,078,539)
2013-14 estimated	335,535
2014-15 projected*	524,375
2015-16 projected	(230,660)
2016-17 projected	(552,613)
2017-18 projected	(505,978)
2018-19 projected	(623,723)
2019-20 projected	(655,180)

Projected Ending Fund Balance

2012-13	\$2,496,090 actuals
2013-14	\$2,889,616 actuals
2014-15	\$3,405,535 estimated*
2015-16	\$3,174,875 estimated
2016-17	\$2,622,262 estimated
2017-18	\$2,116,284 estimated
2018-19	\$1,492,561 estimated
2019-20	\$ 837,381 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.

2015-2016 Full Time Equivalent					
Site	Certificated	Certificated Management	Classified Management	Classified	Confidential
District Office (DO)		.85	1.00	1.60*	1.00
Loyalton High (LHS)	11.00	1.00		5.77	
Loyalton Elementary	7.67	.40		11.69**	
Downieville Elementary	2.00	Incl. in DO		3.40***	
Downieville High	3.11	Incl. in DO		1.21	
Sierra Pass/ISP	1.00	Incl. in LHS		.875	
County Contribution	B. Jaquez and C. Sheridan				
Total	24.78	2.25	1.00	24.545	1.00
* Includes maintenance at Intermediate Gym ** Includes 2.56 FTE, Cafeteria Positions and Sierraville Maint. ***Includes .675 FTE, Cafeteria Cook					

Multi-Year

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

Preliminary Budget Highlights
Fund 01, Unrestricted Resources
LCFF, SRS, Non-Prop Lottery & Misc. Revenues
Fiscal Year 2015-2016

1. Secure Rural Schools Revenue
 - a. 2015-16 \$434,500
 - b. 2016-17 \$ 80,000
 - c. 2017-18 \$ 80,000
 - d. 2018-19 \$ 80,000
 - e. 2019-20 \$ 80,000

2. Interagency Services Revenue from Sierra County Office of Education
 - a. Administrative Executive, .50
 - b. Technology Director .90 FTE
 - c. Plant Maintenance, .21375 FTE

3. Five Percent salary increase for all employees

4. Independent Study (ISP), Contracted Services, \$24,000

5. Loyalton Elementary
 - a. Principal (8 hour position) .40 FTE, Teacher (6 hour position) .60 FTE
 - b. Title I, Intervention Teacher @ 1 FTE

6. Field Trips, Lottery Funds
 - a. LHS, \$9,000
 - b. LES, \$2,000
 - c. DHS, \$ 650
 - d. DES, \$ 650

7. Instructional supplies and material
 - a. LHS, \$100 per enrollment, 160 students
 - b. LES, \$25 per enrollment, 170 students
 - c. DHS, \$100 per enrollment, 20 students
 - d. DES, \$25 per enrollment, 30 students
 - e. Continuation, \$3,000
 - f. Independent Study (ISP), \$1,450

8. Instructional Paper and Printer Toner
 - a. LHS, \$25 per enrollment, 160 students
 - b. LES, \$25 per enrollment, 170 students
 - c. DHS, \$25 per enrollment, 20 students
 - d. DES, \$25 per enrollment, 30 students

9. Elementary Instructional Consumables
 - a. LES, \$25 per enrollment, 170 students
 - b. DES, \$25 per enrollment, 30 students

10. Sports Program
 - a. LHS:
 - i. Transportation expense, \$13,750
 - ii. Bus driver, \$1,500,
 - iii. Total LHS sports budget: \$50,000
 - b. DHS
 - i. Transportation expense, \$1,950
 - ii. Total LHS sports budget: \$11,000

11. Student awards, \$2 per enrollment

12. Loyalton High Improvement Projects
 - a. School beautification, \$2,000
 - b. Replace Flooring or Upgrade Bathrooms, \$75,000

13. Track Irrigation / Grounds completion, \$5,000

14. Plant Maintenance / Custodial
 - a. LHS, \$12,500
 - b. LES, \$8,500
 - c. DHS, \$3,500
 - d. DES, \$3,500
 - e. "C" Complex, \$2,500

15. Equipment
 - a. District Office/ Board
 - i. Server, \$3,500
 - ii. Poly Com Camera/projector, \$5,000
 - iii. PowerSchool Server & Migration, \$8,000
 - b. Loyalton Elementary
 - i. Smart Board Projector, \$1,200
 - ii. Copier, \$10,500
 - iii. Sigma Alpha Music Grant Balance, \$2,837
 - iv. PA System, \$4,500
 - c. Loyalton High
 - i. Oliver Projector, \$1,200
 - ii. Server, \$3,500
 - iii. Two used SUV's, \$50,000
 - iv. Copier, \$10,500
 - v. Incoming class Chromebooks, \$10,000

- d. Downieville Schools
 - i. Server, \$3,500
 - ii.
- 16. Home-to-School Transportation
 - a. Downieville: \$176,461
 - b. Loyalton: \$185,000
- 17. Textbook Adoption, \$70,000 (Unrestricted and Prop 20, Lottery Funds)
- 18. Interagency Services
 - a. Sierra COE: Business Office, 3 positions at .5 FTE: \$162,000
 - b. Washoe Out of State Tuition: \$97,000
- 19. Projected Ending Fund Balance \$3,174,875
- 20. Components of 2015-2016 Ending Fund Balance
 - a. Revolving Cash: \$3,400
 - b. Committed: Other than Post-Employment Benefits: \$366,399
 - c. Reserve for Uneconomic Uncertainty of 10%: \$571,183
 - d. Unappropriated: \$2,283.893

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
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Adjusted Beginning Fund Balance	9791-9795	0.00
Revenue Limit Sources	8010-8099	465,076.00
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
TOTAL AVAILABLE		465,076.00
EXPENDITURES AND OTHER FINANCING USES		
(Objects 1000-7999)		
Instruction, Teachers	1000-1999	465,076.00
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
TOTAL EXPENDITURES AND OTHER FINANCING USES		465,076.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		0.00

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

305 South Lincoln Street, P.O. Box 157, Sierraville, CA 96126

Tel: (530) 994-1044 Fax: (530) 994-1045

REQUEST FOR TRAVEL/CONFERENCE APPROVAL

PURCHASE ORDER REQUIRED FOR EACH EXPENSE CLAIM

Prepayment Required Yes No (Unless you indicate a prepayment is necessary, no prepayment will be sent)
 Date Due: _____ To: _____

Employee: Stephen Fillo Date of Request: 4/27/15

SCHOOL: Downsville

Date(s) of Activity: 5/13-16

Destination: Orem Utah (facility you are visiting and city)

Funding Program: Professional Devel. Funds

Purpose of Activity: to learn about segmented training & internal training

How will attendance benefit the District's educational program(s)? new projects + styles of training

THE FOLLOWING CLAIMS REQUIRE A PURCHASE ORDER EACH. PLEASE ATTACH A COPY WITH THIS FORM.

TRANSPORTATION: <input type="checkbox"/> District Vehicle <input checked="" type="checkbox"/> Personal <input type="checkbox"/> Other _____		Est. Miles <u>178</u> x ⁵¹⁵ \$ <u>585</u> /mile
MEALS: - see back $4 \text{ Breakfast} \times \$10.00 = \$40$ $4 \text{ Lunch} \times \$11.00 = \44 $2 \text{ Dinner} \times \$18.00 = \$36$		(Must submit mileage log with claims form) Taxi/Shuttle: <u>2 Trips</u> x \$ <u>50</u> /Trip = \$ <u>100.00</u>
REGISTRATION FEE: \$ <u>285</u> ORGANIZATION CONDUCTING ACTIVITY: <u>Utah Woe Harming Symposium</u> (Attach completed copy of ENTIRE Registration Form)		
REGISTRATION HAS BEEN MADE <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO		REGISTRATION FORM NEEDS TO BE MAILED <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO
LODGING: Hotel name and address: <u>La Quinta Inn</u> Tele: <u>88839723</u>	Dates: <u>5/13-16</u> Confirmation # <u>201147651</u>	
Total cost including all taxes per night \$ <u>135.01</u> x <u>3</u> nights = Total cost of lodging \$ <u>410.93</u>		

NOTE: HOTEL ACCOMMODATION INFORMATION AND COMPLETED REGISTRATION FORM MUST BE ATTACHED OR REQUEST WILL BE RETURNED!

***SUBSTITUTE REQUIRED: yes 1 day PROGRAM TO CHARGE: Pro. Devel. Funds

- After approval by the site administrator, employees must follow these steps:
- Employees are responsible for their own registration, hotel and travel arrangements and any changes thereto. If an employee does not cancel in an appropriate amount of time to secure a refund, the employee will be responsible for covering the cost.
 - A purchase order must be attached for each request.
 - Each person requesting an activity is to submit this form to their administrator at least **four weeks prior** to proposed date of departure or registration deadline.
 - This form, a copy of registration, all required purchase orders, and any backup documentation must be submitted to the District Office **-three weeks prior - to date of departure or registration deadline.**

CURRICULUM COUNCIL APPROVAL DATE: _____ Trip Total = \$1424.78

APPROVAL		Date
Authorizing Agent	Signature	
ADMINISTRATOR:	<u>A. Loren</u>	<u>28 Apr 2015</u>
SUPERINTENDENT:	<u>M. M. M.</u>	<u>5/5/15</u>

PURCHASE ORDER REQUEST

SIERRA PLUMAS JOINT
UNIFIED SCHOOL DISTRICT

SIERRA COUNTY OFFICE
OF EDUCATION

P.O. BOX 157, SIERRAVILLE, CA 96126
PHONE: (530) 994-1044/FAX: (530) 994-1045

DATE: 4/27/15

VENDOR: Steve Fillo
PO Box 376
Sierra City, CA 96125

SHIP TO: same

VENDOR #	REQUISITION #	REQUISITION D BY	UNIT COST	EXTENSION
		Registration Utah Woodturning Symposium	285	285.00
		Hotel Accommodations		410.93
		Mileage to/from Airport 178		102.35
		Per Diem 4 B, 4, L, 3D		138.00
		Parking 4 @ \$12		48.00
		Shuttle 2 @ \$50		100.00
		Airfare		340.50

ACCOUNT DISTRIBUTION	AMOUNT	SUBTOTAL
		TAX
		FREIGHT
		TOTAL
		\$ 1424.78

APPROVED BY: _____
ADMINISTRATOR-BUSINESS SERVICES

PURCHASING AGENT

Reno/Tahoe, NV to Salt Lake City, UT

Air

Total Price: **\$340.50**

ITINERARY

DEPART MAY 13 WED	05:55 AM Depart Reno/Tahoe, NV (RNO) on Southwest Airlines <i>Stops: Phoenix, AZ</i>	Flight #4391 Southwest	Wednesday, May 13, 2015 Travel Time 3 h 55 m (1 stop, no plane change) Wanna Get Away
	10:50 AM Arrive in Salt Lake City, UT (SLC)	WiFi available	
RETURN MAY 16 SAT	06:15 PM Depart Salt Lake City, UT (SLC) on Southwest Airlines	Flight #4558 Southwest	Saturday, May 16, 2015 Travel Time 4 h 00 m (1 stop, includes 1 plane change) Wanna Get Away
	06:35 PM Arrive in Las Vegas, NV (LAS)		
	08:00 PM Change ✕ to Southwest Airlines in Las Vegas, NV (LAS)	Flight #3473 Southwest	
	09:15 PM Arrive in Reno/Tahoe, NV (RNO)	WiFi available	

What you need to know to travel:

Check-in: Be sure to arrive at the departure gate with your boarding pass at least 10 minutes before your scheduled departure time. Otherwise, your reserved space may be cancelled and you won't be eligible for denied booking compensation.

No Show Policy: If you are not planning to travel on any portion of this itinerary, please cancel your reservation at least 10 minutes prior to scheduled departure of the flight. For tickets purchased on or after May 10, 2013 and travel beginning September 13, 2013, Customers who fail to cancel reservations for a Wanna Get Away or DING! fare segment at least ten (10) minutes prior to travel and who do not board the flight will be considered a no show, and all remaining, unused funds on this reservation will be forfeited, including Business Select and Anytime funds.

PRICE: SENIOR

Trip	Routing	Fare Type View Fare Rules	Fare Details	Quantity	Total
Depart	RNO-SLC	Wanna Get Away Excellent Value	<ul style="list-style-type: none"> No Change Fees Applicable fare difference applied Transferable Funds Transferable funds on same carrier (limited) Non-transferable unless purchased with Points 	1	\$177.50
Return	SLC-LAS-RNO	Wanna Get Away Excellent Value	<ul style="list-style-type: none"> No Change Fees Applicable fare difference applied Transferable Funds Transferable funds on same carrier (limited) Non-transferable unless purchased with Points 	1	\$163.00
Subtotal					\$340.50
					Fare Breakdown

You can't find this great fare on any other website. Southwest fares are only on southwest.com®.

1st and 2nd Checked Bags Fly Free®*
*Weight and size limits apply.

Bag Charge \$0.00

Air Total:
\$340.50

Modify Trip

Purchase your shopping cart...
By clicking 'Continue', you agree to accept the fare rules and want to continue with this purchase

Continue



Get \$100 Statement Credit after first purchase & Earn 10,000 Bonus Points

Apply Now

You Pay Today: \$340.50
 Credit On Your Statement: -\$100.00
Total After Statement Credit: \$240.50

Add a Hotel

We'll keep an eye on your cart for you while you shop. Products not confirmed until purchase.

Search for hotels in Salt Lake City (05/13/2015 - 05/16/2015)

Your Reservation Is Confirmed

Itinerary Number: 201147651

We have charged your credit card for the full payment of this reservation.

[Reservation Print](#)

[Receipt Print](#)

[Email Reservation To Me To Others](#)

[Cancel Cancel your reservation](#)

Reservation Details

La Quinta Inn and Suites Orem University Pkwy
521 W University Pkwy, Orem, UT, US, 84058
1-801-226-0440



Check-in: May 13, 2015 **Time:** 3:00 PM
Check out: May 16, 2015 **Time:** 12:00 PM

1 Room(s)
1 Adult(s)

Additional benefits

- ✓ Continental Breakfast
- ✓ Free High-Speed Internet
- ✓ Free Parking

Hotel Amenities

- ✓ 24-hour front desk
- ✓ Accessible parking
- ✓ Elevator/lift
- ✓ Free WiFi
- ✓ Free newspapers in lobby
- ✓ Accessible bathroom
- ✓ Dry cleaning/laundry service
- ✓ Express check-out
- ✓ Free breakfast
- ✓ Free self parking

[See all Amenities](#)

Standard Room, 2 Double Beds

Room Confirmation Number : 122154035847

Guest Name
stephen fillo

New Special Requests:

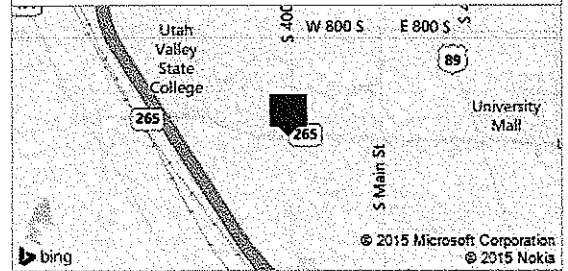
[Cancellation Policy](#)

Rooms & Charges

All prices are displayed in \$ USD

Room 1: Standard Room, 2 Double Beds (Confirmed)	\$349.01
Taxes and Fees	\$61.92
Total Charges	\$410.93

Hotel Details



La Quinta Inn and Suites Orem University Pkwy
521 W University Pkwy Orem, UT, US, 84058
247 reviews

[View on larger map](#)

[Driving Directions](#)

Contact Us

(including taxes and fees)

We have charged your credit card for the full payment of this reservation.

Payment Information

Card Holder Name: stephen fillo
Billing Address: pobox 376 sierra city, CA, US, 96125
Email Address: sfillo@spjUSD.org
Phone Number: 5308621247

Notifications and Fees

Fees

The following fees and deposits are charged by the property at time of service, check-in, or check-out.

Rollaway bed fee: USD 10. per day

The above list may not be comprehensive. Fees and deposits may not include tax and are subject to change.

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Loyalton High School

Home of the Grizzlies



Third-Year Progress Report
for the
Accrediting Commission for Schools
Western Association of Schools and Colleges

Loyalton High School
700 Fourth Street, P.O. Box 37
Loyalton, California 96118

Sierra-Plumas Joint Unified School District
and the Sierra County Office of Education
109 Beckwith Road, P.O. Box 955
Loyalton, California 96118

2014-2015

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I. School and Community Profile

A. School and Community Description

Loyalton High School is a comprehensive, public high school, grades 7 to 12, located in Loyalton, California – an isolated, rural community in the Sierra Valley. With a population of fewer than 800 residents, Loyalton is the only incorporated city in Sierra County, which has about 3,047 residents. The community is approximately 50 miles north of Lake Tahoe and 40 miles northwest of Reno, Nevada, at an elevation of 5,000 feet. Employment locally is related to ranching, government, and retail and other services for residents.

B. Schoolwide Student Goals

1. Mission Statement

Loyalton High School's Mission Statement (modified by LHS staff in March 2014 and approved by the LHS Site Council in April 2014) is as follows:

We are committed to high expectations
and achievement for all students.
We encourage students to become
knowledgeable, critical thinkers;
effective communicators;
and health individuals who exercise self-discipline
and productive, positive citizenship.

2. ESLRs

The Expected Schoolwide Learning Results (ESLRs) (Revised and approved by the School Board, Spring 2010) are stated as follows:

Loyalton High School will offer all of its students
opportunities to become:

Knowledgeable, Critical Thinkers who:

- Demonstrate mastery of rigorous academic standards
- Utilize a variety of computational skills to problem solve
- Demonstrate organizational and time-management skills
- Set reasonable and challenging personal goals
- Link learning with career goals

Effective Communicators who:

- Demonstrate technical literacy
- Listen, speak, read, and write effectively
- Affirm the dignity and worth of others within diverse cultural situations

Healthy Individuals who:

- Work effectively with others using conflict resolution skills
- Exercise self-discipline and safe living
- Practice positive, ethical, and productive citizenship
- Establish, practice, and support good hygiene, proper nutrition, and physical fitness

C. Student Demographics

Current student demographics, taken from PowerSchool Enrollment Summary, dated April 22, 2015, are as follows:

Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	32
Grade 8	21
Grade 9	23
Grade 10	24
Grade 11	28
Grade 12	15
Total Enrollment	143

Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1%
American Indian or Alaska Native	1%
Asian	1%
Filipino	0%
Hispanic or Latino	14%
Native Hawaiian or Pacific Islander	0%
White	83%
Socioeconomically Disadvantaged	42.6%
English Learners	2%
Students with Disabilities	7%

D. Faculty/Staff Demographics

Faculty/Staff Positions

Title	Number of Positions
Certificated Teachers	12.5
Administrators	1
Paraprofessional	3 PT
Office/Clerical	1
Other Classified	2

Core Academic Classes Taught by Highly Qualified Teachers

Percentage Taught by Highly Qualified Teachers	Percentage Not Taught by Highly Qualified Teachers
100%	0%

E. Summary of Disaggregated and Interpreted Student Achievement Data

Since the last full self-study statewide assessment has changed to reflect the focus on the new California Common Core State Standards, for which not all students test on all subjects. Student achievement has remained fairly consistent in the last three years, and students at Loyalton High School continue to challenge themselves. All sophomores at Loyalton High School passed both the ELA and Mathematics portions of the California High School Exit Examination (CAHSEE) this year. At least half the graduates meet the a-g requirements for admission to a California State University or University of California on a yearly basis. Sixty percent of graduating seniors have been accepted at four-year university this year.

The school administration has been proactive about providing support for students who, according to testing data, would need support for ELA and mathematics classes, as well as preparation for the CAHSEE. These courses include CAHSEE Prep English, Math Intervention, and Language 9-12. Daily mathematics instruction on LHS's is provided to students in Grade 7, as well as some 8th grade students who still need to master those standards. Students are meeting the rigor of state standards.

The following data were taken from the School Accountability Report Card for the 2013-14 year, as published during 2014-15.

California Assessment of Student Performance and Progress
Standardized Testing and Reporting Results for All students

Subject	Percent of Student Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
ELA	60	58	57	56	59	61	54	56	55
Math	36	27	42	46	47	57	49	50	50
History/SS	51	40	43	46	44	43	48	49	49
Science*	67	50	52	67	70	60	60	59	60

*Science tested at Grade 10 only.

Academic Performance Index Rankings

API Rank	2010-11	2011-12	2012-13
Statewide	8	8	7

Academic Performance Index Growth by Student Group

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students	76	-13	-21

California High School Exit Examination Results
For All Grade Ten Students

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
ELA	76	58	79	77	46	68	56	57	56
Math	61	74	86	59	61	76	58	60	62

Career Technical Education Participation
School Year 2013-14

Measure	CTE Program Participation
Number of pupils participating in CTE	56
% of pupils completing a CTE program and earning a high school diploma	24%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	25%

California Physical Fitness Test Results
School Year 2013-14

Grade Level	Percent of Students Meeting Fitness Standards		
	4 of 6 standards	5 of 6 standards	6 of 6 standards
9	8.7	30.4	47.8

Courses for University of California and/or California State University Admission

Percentage of Graduates Who Completed All A-G Courses for Admission	Percent
2012-13 Graduates	56.67
2013-14 Graduates	72.22
2014-15 Graduates	53.33

F. School Status

Despite its six-year accreditation, Loyalton High School administration and faculty have not become complacent with this tradition but have continued to challenge themselves to offer a rigorous schedule for all its students. At annual Four-Year Planning evening sessions – at which students and at least one parent meet with a faculty member to create a four-year plan – all students who desire to attend college are encouraged to meet all the a-g requirements for UC/CSU admission, whether they plan to attend a two-year or four-year college. Career technical education is also offered through four sections of woodshop/construction classes (half-time teacher) and through five sections of agriculture (teacher also teaches P.E.). Despite declining enrollment the school has even been able to increase the numbers of its a-g-approved course list. It is the desire of the staff to provide an exceptional education, despite budgetary limitations and its isolated, rural location.

II. Significant School Changes and Developments

Since the Loyalton High School Self-Study Report of 2010-11 (visit was delayed by WASC) was prepared and submitted, the following changes have occurred within the community, school district, and school.

A. Overall Site Changes

- Loyalton Middle School staff and students were moved to the Loyalton High campus with the advent of the 2013-2014 school year. The school is now combined, with all students, grades 7 through 12, attending LHS.
- The population of Sierra County decreased from 3,174 in 2009 to 3,047 in 2013, according to the U.S. Census Bureau.
- Total student population in the Sierra-Plumas Joint Unified School District continues to decline – from 426 in 2010-2011 to 356 as of April 23, 2015.
- Because the 7th and 8th grade students moved to the Loyalton High site in Fall 2013, the total student population at Loyalton High School grew from 121 in 2010-11 to 143 at this current time. However, enrollment for grades 9 to 12 decreased from 121 to 90 during the same time period.
- The newly combined LHS staff increased from 9-1/2 FTE to 12-1/2 FTE.
- Average class size has changed as follows from 2010-11 to 2013-14:
 - English: From 16.6 to 11.7
 - Mathematics: From 14.2 to 16.8
 - Social Science: From 15.4 to 19.8
 - Science: From 13.2 to 8.7
- Numerous teachers are teaching both middle and high school students.
- The district is still not funding a GATE program. However, the District is now paying for all College Board exams for all Advanced Placement students.
- LHS's graduation rate continues to be high, at 96.77% for 2012-13 and 100% for 2013-14.
- Loyalton High School has the smallest graduating class this year in several decades: 15 seniors, including 2 ISP students. However, 53% of the seniors this year completed a-g requirements, with 9 of the 13 in-house seniors accepted at four-year universities—about three times the state average.
- Loyalton High School's API was 787 for 2012-2013, decreasing 19 points from 806 in 2011-2012.

B. High School and Middle School Combined

A significant change to Loyalton High School occurred during the summer of 2013, when the middle school teachers and students were moved from portable buildings adjacent to Loyalton Elementary School to the LHS campus. The middle school program had been previously supported with just three teachers: one teaching science and math, one teaching English and history, and one teaching students placed in an Opportunity program; all taught elective classes as well. The Opportunity program was abandoned; that teacher is now teaching regular English 7 and various electives. The math/science teacher has continued with middle school science and physical education but is also teaching high school Biology and Earth Science. The English/history teacher continues with English 8, as well as Keyboarding and the a-g Theater Arts. Some high school staff has also been teaching some middle school classes. The administrator has worked hard to take advantage of teachers' academic strengths in the new combined schedule, which is an eight-and-a-half period that allows for the offering of numerous electives, provides a half-hour Reading period daily, and supports the agriculture program, which is important in the school's ranching community.

C. Added Programs

New course opportunities have been provided to students in the last several years. Several courses were submitted and approved for a-g course approval by the UC/CSU systems last year:

- Floriculture: f course in Visual/Performing Arts
- Agriculture Science 1, Agriculture Science 2: g course electives

Additionally, several arts-related courses have been added to the schedule since the Self-Study: Film Appreciation, Graphic Arts, Choir, Ceramics, and Film Production. Other new courses include a semester-long World Geography class for freshmen and a Careers class for 7th graders. The District and Sierra Schools Foundation have worked together to fund various art (kiln, pottery wheels), choir (music, sound), and film-making (digital recording) equipment and supplies. It is the administration and staff's hope that relevant and interesting electives will keep students engaged in learning and exposed to a variety of career/technical courses as well as the arts.

Some changes to the schedule occurred to benefit the 7th and 8th grade students. The block schedule was split to provide the required, daily 40 minutes of P.E. and to shorten their academic science classes. Additionally, leadership activities were added into the half-hour Flex periods, so as to build a leadership core and provide planning time for activities that had been traditionally offered to middle school students. These changes have provided more productive classroom time as well as a stronger cultural core for the younger students.

III. Ongoing School Improvement

Because the Loyalton High staff is so small, the entire staff has been meeting and inputting each year as a WASC Committee to monitor the school's progress on its Action Plan. The following was the process used to prepare reports:

- Each Action Plan was reviewed yearly with the full faculty, with some changes made to plans and updated information about how the school was working toward meeting its goals. For the 2012-13 school year meetings were held after school on Feb. 7, Mar. 7, Apr. 11, and Apr. 24, 2013. For the 2013-14 school year meetings were held Feb. 19, Mar. 5, and Mar. 21, 2014. During the current school year faculty meetings regarding Action Plans were held Feb. 18, Feb. 25, and Mar. 11; additionally, all math teachers met for an entire day Mar. 20, and ELA teachers met during a PLC session Mar. 2015. These longer sessions were held so as to reevaluate how progress in literacy and math goals would be assessed because of the changes in state testing.
- WASC Chairman Janet McHenry took notes at all faculty meetings.
- She created a Community Survey, based on the school's Action Plans; this survey was distributed and collected Mar. 17, 2015, at a Community Forum held at Loyalton High. All parents and stakeholders were invited to the Community Forum through an automated phone call as well as newspaper article. The WASC chair also tabulated the survey results, which are attached as Appendix A.
- She prepared the Self-Study Interim Reports for 2012-13 and 2013-14 and this Third-Year Progress Report integrating the following: input from faculty review meetings of the Action Plans, Site Council's Single Plan for Student Achievement, Community Survey of parents and stakeholders, SARC data, and data and information from District Office personnel.
- The Self-Study Interim Reports for 2012-13 and 2013-14 were presented yearly to faculty, as well as the Site Council. The Interim Reports were scheduled as an agenda item for meetings of the Sierra-Plumas Joint Unified School District (SPJUSD) Governing Board, and the WASC chairman presented the highlights of those reports to the school board members, who then approved the reports each of those two years.
- This Third-Year Progress Report was presented to faculty on May 5 for final input, as well as to the Site Council on May 11. The Third-Year Progress Report was scheduled as an agenda item for the Governing Board's May 11 meeting, at which the WASC chairman again presented a summary of highlights, with approval given on that date.

IV. Progress on the Critical Areas for Follow-up/Schoolwide Action Plan

There were five critical areas for follow-up addressed in the October 3-5, 2011, Report of the Visiting Committee for the Western Association of Schools and Colleges. These have been targeted in Loyaltan High School's Single Plan for Student Achievement yearly and have been addressed as follows in the last three years.

A. Continue to develop strategies to provide additional academic support in the areas of reading comprehension and advances in math.

Loyaltan High has implemented the following means of achievement:

- Offering intensive core intervention in the school schedule to assist students with foundational language arts (Language!) and math (SRA Corrective Math) skills to enable struggling students successfully access the core curriculum.
- Scheduling daily middle school English and math (Loyaltan High School has alternating A and B days, so middle school students have double math and English periods).
- Maintaining small class sizes in English and math whenever possible.
- Mandating enrollment in core intervention for students in Grades 11 and 12 for those who have not passed one or more sections of the CAHSEE; additionally, low-performing 10th grade students also are assigned CAHSEE Prep English.
- Providing Title I and EIA/ELL aides to assist students in gaining foundational skills needed to successfully complete core classes and to pass the CAHSEE by offering tutoring in class, during lunch, and after school.
- Purchasing and upkeeping mobile computers and other technology at Loyaltan High School to support course goals. LHS is now one-to-one student/computer.
- Implementing a weekly grade check on Monday mornings to ensure that students who are participating in athletics, field trips, or extra curricular activities are receiving the academic support they need to continue to access these programs and activities.
- Implementing a daily, graded half-hour Reading period for all 7-12 students to increase time spent in reading, utilizing the Accelerated Reader program for initial placement and assessment.
- Continuing STAR Reading and STAR Math benchmark assessments.
- Maintaining a vocational program that provides students with opportunities to apply and enhance the core academic skills in hands-on vocational settings.
- Utilizing note-taking strategies (Cornell notes), vocabulary worksheets (English classes), and concept organizers.

- Scheduling students for core intervention in English and mathematics for students who are more than two grade levels behind or who scored Far Below Basic on the most recent standardized test.
- Utilizing CAHSEE preparation bell work in mathematics classes.
- Requesting the district reinstate a textbook adoption schedule to allow for purchase of textbooks that are aligned with updated standards.
- Updating grades weekly on PowerSchool to effectively communicate achievement to parents and students, involving students in their achievement.

Funding Source: EIA/ELL funding, Title I Part A, Title VI, Part B Rural Education Achievement Program, Agriculture Incentive Block Grant

Categorical Funds: \$15,600

Implementers: Administration, Staff, Technology Coordinator, District Testing Coordinator

Timeline: Ongoing

Means to Assess: Comparison of STAR Reading and STAR Math scores in mathematics and ELA, school schedule, classroom checks, and annual review of action plan at faculty meetings

B. Continue to ensure that placement in Core Intervention courses is limited to students with specific academic needs determined by student grades and/or standardized test scores.

Loyalton High has implemented the following means of achievement:

- Evaluating student report cards at the end of each semester and making appropriate course placements.
- Reviewing assessments annually to accurately place students in core intervention courses to provide needed support.
- Working closely with Grade 6 teachers prior to scheduling and Four-year Planning in the spring to determine proper placement of students in core intervention classes.
- Using intervention materials and software programs, such as provided with Language! and Mathematics Diagnostic Testing Project to accurately assess student placement in core intervention classes.
- Mandating enrollment in CAHSEE Prep for students in Grades 11 and 12 who have not passed one or both sections of the CAHSEE and identifying low-performing 10th grade students for CAHSEE Prep English.
- Analyzing benchmark results from annual assessments in English and

math.

- Evaluating student grades in PowerSchool each Monday morning to identify students who may benefit from tutoring and motivating them by mandating tutoring to participate in athletics, field trips, or extra curricular activities during any week in which they have had an “F” in any subject at that checkpoint.

Funding Source: Title I and EIA/ELL

Categorical Funds: \$8,000

Implementers: Administration, Staff, Business Manager, RTI

Coordinator, Resource Specialist

Timeline: Initial placement each fall, ongoing throughout the year as scores and grades indicate need

Means to Assess: Annual review of assessment scores, review of grades each semester, decreased number of students on ineligibility list each quarter, ongoing review of CAHSEE scores, and annual review of action plan at faculty meetings.

C. Investigate ways to create a safer, healthier, and more welcoming environment for the school such as addressing needed roof and other facility repairs.

Loyalton High has implemented the following means of achievement:

- New roof/ceilings: Worked with the district office (business manager and new superintendent) and project manager to obtain funding for a new school roof and ceilings during the summer of 2013.
- New parking lot: Worked with district office staff and project manager to complete a new school parking lot during the summer of 2014.
- New trophy cases: Installed large trophy cases in the hallway, as constructed and installed by the Woodshop and Construction classes and its teacher.
- New classroom furniture: Implementing a plan to replace classroom furniture on a regular schedule.
- Painted inspirational wall words on hallway, classroom, and gym walls, such as the following: optimism, grit, gratitude, resilience, etc., to indicate personal characteristics desired for staff and students.
- Working with district office, project manager, and maintenance staff in obtaining funding for facility improvements including those indicated on the Facilities Inspection Tool and as recommended by School Site Council – to include flooring, new signage, paint, exterior, and grounds.

- Working with maintenance and custodial staff to keep the school facilities and grounds in good repair and clean to promote student pride, health, and safety.
- Hiring a noon supervisor to supervise students during lunch in the gym.
- Working closely with Sierra County Office of Education in accessing the services of the School Psychologist to work with student groups or individuals as recommended by RTI or SARB.
- Providing quarterly incentive trips for 7th and 8th grade students to help them bond and develop leadership and respect for one another.
- Continuing to implement Peace Builders and Peace Mediators programs to promote a school climate that promotes a positive culture and student achievement.
- Holding quarterly awards ceremonies to recognize academic achievement and attendance.
- Continuing to communicate with parents, students, and stakeholders to improve involvement in the school and commitment to its goals, with funds used for stationery and postage.
- Supporting Future Farmers of America as a co-curricular organization that allows students to gain leadership skills and apply their academic skills in competition, community service, and conference activities.
- Promoting and developing existing co- and extra-curricular activities, to include ASB, Culture Club, Friday Night Live, Club Live, and California Scholarship Federation.
- Continuing to promote communication of all school culture through the Professional Learning Communities, School Site Council, advisory committees, student leadership organizations, clubs, and athletics and also through the school website, parent newsletters, the local newspaper, the student newspaper (every two weeks) and You Tube channel news broadcast.
- Maintaining an interscholastic athletic program that promotes athletic development, sportsmanship, student academic achievement, and healthy lifestyles.
- Providing a period in the schedule for a teacher to serve as Academic Advisor to assist students with setting academic and career goals, funding post-high school education and/or training, and applying to colleges and universities and for financial aid.
- Providing a period in the schedule for a teacher to serve as Leadership Adviser to assist students in promoting student activities and a positive school culture.

Funding Source: Title 1, Carl Perkins Vocational Education Funds, TRiO, and Agriculture Incentive Block Grant, and other state and district funds

Categorical Funds: \$18,449

Roof Funding Sources: \$608,803, District; \$1,015,825, State

Parking Lot Funding Sources: \$250,000 Sierra County Office of Education;
\$207,000 District

Implementers: Administration, Staff, Students, Parents, Community

Timeline: Hardship request to state in December 2012; other maintenance requests completed before June 2013; ongoing

Means to Assess: Annual review of action plan at faculty meetings, annual facilities review at School Site Council meetings, Facilities Inspection Tool results

Impact on Student Learning: With the improvements to the physical plant and addition of special programs, discipline problems have dramatically decreased.

D. As a staff investigate a textbook adoption policy that will provide opportunities for more current and updated textbooks to enhance the educational opportunities for Loyalton students.

Loyalton High has implemented the following means of achievement:

- Working with Business Administrator, Curriculum Coordinator, and Superintendent to plan for and implement the following schedule for textbook adoption:
 - Government and AP Government textbooks: adopted/purchased 2013.
 - Science textbooks: adopted/purchased 2013.
 - Mathematics textbooks: adopted/scheduled for purchase 2015 for use in Fall 2015.
 - U.S. History textbooks: adopted/scheduled for purchase 2015 for use in Fall 2015.
 - English/Language Arts textbooks: to be adopted/purchased 2016 for use in Fall 2016.

Funding Source: Sierra-Plumas Joint Unified School District

Categorical Funds: To be determined

Implementers: Administration, Staff, District Office Staff

Timeline: As indicated above

Means to Assess: Obtainment of the textbooks

E. As a staff investigate ways to continue the school's emphasis on effective professional development in order to stay current with best instructional practices.

Loyalton High has implemented the following means of achievement:

- Providing professional development opportunities to staff.
- Providing funding for teachers who are planning to teach or teaching Advanced Placement courses to attend AP Institute workshops.
- Scheduling minimum days monthly to allow all teachers to participate in district Professional Learning Communities' activities.
- Offering professional development to all staff in the use of technology.
- Providing funding for staff to attend local professional development programs (such as through Sierra County trainings).
- Encouraging staff to attend subject-specific training and/or to visit other schools.
- Providing funding for school teams to continue to work with Sacramento County Office of Education and Placer County Office of Education professional development programs.

Funding Source: Title I, Part A Schoolwide Program

Categorical Funds: \$4,000

Implementers: Administration, Staff, Business Manager

Timeline: Ongoing

Means to Assess: AYP annual review, annual review of action plan at faculty meetings, annual preparation of Single Plan for Student Achievement

V: Schoolwide Action Plan Refinements

A. School's Procedures for Implementation and Integration

The oversight of the implementation and monitoring of the Schoolwide Action Plan occurred through the diligence of the school Administrator, as carried through the faculty committee, WASC chairman, and Site Council. Input of stakeholders was solicited at a Community Forum through a Community Survey (results attached) and through direct comments, as coordinated by the SPJUSD Superintendent. Details about the process the faculty WASC committee used were already explained in Section III of this report; essentially, the all-faculty WASC committee met in after-school meetings, as well as in separate professional meetings, to re-examine the Action Plans, report and discuss progress, determine additional steps that needed to be taken, comment on action taken thus far, and formalize any changes. Refinements were made each of the last three years to the Schoolwide Action Plan, so as to reflect how progress would be determined in a measurable sense. The WASC chairman prepared the Third-Year Progress Report from information integrated from the Site Council's Single Plan for Student Achievement, the Community Survey, and input from the faculty WASC committee; that draft was reviewed by faculty, with final suggestions and changes made April 29, 2015. The report was then reviewed by the Site Council for approval prior to approval by the SPJUSD Governing Board in May 2015.

The Action Plan goals related to literacy, mathematics, school culture, and attendance. The biggest struggles for the WASC faculty committee the last couple of years have been how to authentically measure improvement in literacy and mathematics because of the changing state assessments as well as the fact that not all grades are now assessed yearly. However, separate literacy and mathematics professional groups met on a full day during March 2015 to discuss what measurements could be used – and those changes are reflected in the revised Action Plans below, with more detailed information about progress made following that.

B. Revised Schoolwide Action Plan

Literacy

Action Plan: Loyaltan High School will increase the number of students who are reading at grade level.

Rationale: To provide students with stronger literacy skills to meet their present and future academic, vocational, and personal needs

Growth Target: Ten percent of students will improve on their reading from prior year.

ESLRs: Knowledgeable, Critical Thinkers and Effective Communicators

Means of Achievement:

1. Use of note-taking strategies, vocabulary worksheets, concept organizers.
 - a. Implementers: Staff
 - b. Observation, student work samples, lesson plans
 - c. Resources
 - i. Funding Source: Materials and supplies funds
 - ii. Estimated Cost: Paper, copy machine
 - d. Timeline: Fall 2011 – ongoing
 - e. Means to Report: Staff meetings and annual review of Action Plans at faculty meetings
2. Placement of students into intervention programs based upon standardized test scores, individual screenings, and recommendations of previous teachers.
 - a. Implementers: Principal and intervention staff
 - b. Means to Assess: Student schedules, test scores, database, software, and student data.
 - c. Resources:

- i. Funding Source: Sierra-Plumas Joint Unified School District, Sierra County Office of Education, Response to Intervention, Title I funding
 - ii. Estimated Cost: \$1,000
 - d. Timeline: Ongoing
 - e. Means to Report: Student schedules, Title I student list, report cards, and annual review of Action Plans at faculty meeting
- 3. Ongoing Professional Development
 - a. Implementers: District and school administration, staff
 - b. Means to Assess: Evidentiary documentation, change in instructional practices
 - c. Resources:
 - i. Funding Source: Sierra-Plumas Joint Unified School District
 - ii. Estimated Cost: \$5,000
 - d. Timeline: Ongoing
 - e. Means to Report: Faculty meetings, inservice programs, PLCs, and annual review of Action Plans at faculty meetings
- 4. Increase of time spent reading
 - a. Implementers: Faculty, librarian
 - b. Means to Assess: Flex Reading class Accelerated Reading grades and other assessments, teacher observation, library circulation records
 - c. Resources:
 - i. Funding Source: Sierra-Plumas Joint Unified School District
 - ii. Estimated Cost: \$10,000
 - d. Timeline: Ongoing
 - e. Means to Report: Annual review of Action Plans at faculty meetings

Mathematics

Action Plan: Loyalton High School will increase the number of students who are proficient or above on appropriate high school mathematics standards.

Rationale: To address historic weaknesses in assessment Performance.

Growth Target: Ten percent of aggregated students will improve one level of proficiency on appropriate grade level according to the Mathematics Diagnostic Testing Project assessments.

ESLRs: Knowledgeable, Critical Thinkers

Means of Achievement:

1. Develop course flow chart and placement protocol documents in order to better align sequence and placement to address students' needs.
 - a. Implementers: Math department and administration
 - b. Means to Assess: Course flow chart and placement protocol documents, such as diagnostic exams, STAR Math reports, grades, teacher recommendations
 - c. Resources:
 - i. Funding Source: Sierra-Plumas Joint Unified School District
 - ii. Estimated Cost: Negligible
 - d. Timeline: Revised Final Draft 2015
 - e. Means to Report: Math department report to staff and administration regarding protocol document and implementation
2. Increase professional development opportunities for math department.
 - a. Implementers: Math department and administration
 - b. Means to Assess: Evidentiary documentation (purchase orders, budget, certificates), changes in instructional practices.
 - c. Resources:

- i. Funding Source: Sierra-Plumas Joint Unified School District
 - ii. Estimated Cost: \$2,000
 - d. Timeline: Ongoing, beginning Fall 2011
 - e. Means to Report: Report to the LHS mathematics department, to the math/science PLC, and to the staff
3. Develop and/or adopt curriculum for supplemental class(es) to address intervention needs of students that are more than one grade level behind.
- a. Implementers: Math Department, Curriculum Coordinator, and Administration.
 - b. Means to Assess: Teacher recommendation, Mathematics Diagnostic Testing Project results
 - c. Resources:
 - i. Funding Source: Sierra-Plumas Joint Unified School District, Title I
 - ii. Estimated Cost: \$5,000
 - d. Timeline: Spring 2015
 - e. Means to Report: Mathematics department report to principal
4. Develop or acquire and utilize CAHSEE preparation bellwork materials to be used by all mathematics teachers.
- a. Implementers: Math department, curriculum coordinator
 - b. Means to Assess: Presence of CAHSEE preparation bellwork materials, lesson plans, observation of bellwork use, CAHSEE results
 - c. Resources:
 - i. Funding Source: Sierra-Plumas Joint Unified School District
 - ii. Estimated Cost: \$500
 - d. Timeline: Available by December 2011.
 - e. Means to Report: Department meeting report, report to staff at faculty meeting, mathematics/science PLC report.

5. Continue developing and/or acquiring quality benchmark exams.
 - a. Implementers: Math department, curriculum coordinator, benchmark coordinators.
 - b. Means to Assess: STAR Math, Mathematics Diagnostic Testing Project
 - c. Resources:
 - i. Funding Source: Sierra-Plumas Joint Unified School District
 - ii. Estimated Cost: \$500
 - d. Timeline: Implement Spring 2015
 - e. Means to Report: Periodic departmental analysis of benchmark data, PLC analysis of benchmark data.

School Culture

Action Plan: Loyalton High School will increase communication to enhance stakeholder involvement in order to create a positive culture between the school and community and to nurture healthy relationships among staff, students, parents, and community stakeholders.

Rationale: A positive school culture enhances productivity; builds healthy relationships; and promotes positive, ethical and productive citizenship for life-long learning.

Growth Target: By the 2014-15 school year LHS will fully implement the programs dedicated to outreach and community building by improving communication to increase stakeholder involvement.

ESLRs: Effective Communicators and Health Individuals

Means of Achievement:

1. The existing intra- and extra-curricular activities will be further promoted and developed during spring 2011.
 - a. Implementers: Program advisors; leadership class; Sierra County Social Services; LHS principal, staff, and students
 - b. Means to Assess: Student participation in intra- and extra-curricular programs, clubs, and events. School activity updates on website, merchant marquee, school calendar, daily bulletin, school newsletter, blog, school and local newspapers.
 - c. Resources:
 - i. Funding Sources: Various ASB accounts, Sierra County Social Services, Sierra-Plumas Joint Unified School District, community volunteers.
 - ii. Estimated Cost: \$2,000
 - d. Timeline: Starting 2011-12 with ongoing annual review.
 - e. Means to Report: Report to committee as a whole, School Site Council, and Board of Trustees.
2. Staff, students, and stakeholders will continue to collaborate and communicate all aspects of school and community culture through

Professional Learning Communities, advisory committees, student leadership organizations, clubs, athletics, and the Community Forum.

- a. Implementers: All community stakeholders.
 - b. Means to Assess: Recorded minutes, school activity updates on website, merchant marquee, school calendar, daily bulletin, school newsletter, blog, school and local newspapers.
 - c. Resources:
 - i. Sierra Plumas Joint Unified School District
 - ii. Negligible
 - d. Timeline: Ongoing
 - e. Means to Report: Report to committee as a whole, School Site Council, Board of Trustees, local and school news sources.
3. Grades will be updated weekly to effectively communicate achievement to parents and students.
- a. Implementers: All staff and administration
 - b. Means to Assess: Weekly review of PowerSchool by assigned instructional aide assigned to coordinate and supervise detention for failing students involved in athletics and other extra-curricular activities
 - c. Resources: None (duties incorporated in aide's assignment)
 - d. Timeline: Ongoing, beginning Fall 2014
 - e. Means to Report: PowerSchool, progress reports, grade reports, parent contacts via email and phone, Response to Intervention and IEP meetings and records

Attendance

Action Plan: Loyaltan High School will implement policies and practices that maximize instruction time and increase student attendance.

Rationale: Daily attendance and adequate instruction time are necessary components for student achievement of the ESLRs

Growth Target: The truancy rate will be at or below the state average

ESLRs: All ESLRs

Means of Achievement:

1. Hiring an attendance clerk who checks attendance daily, works with parents and students, and supports the SARB process.
 - a. Implementers: Principal
 - b. Means to Assess: The school's administrative assistant will take on responsibilities for attendance: checking attendance daily, contacting parents and students, and supporting the SARB process.
 - c. Resources:
 - i. Funding Source: Sierra-Plumas Joint Unified School District
 - ii. Estimated Cost: None additional above regular salary
 - d. Timeline: Fall 2012 and ongoing
 - e. Means to Report: Report to committee as a whole and to the school board.
2. Promoting attendance through a system of recognition and rewards for good attendance.
 - a. Implementers: Principal, school staff
 - b. Means to Assess: Presence of a list of students receiving rewards for good attendance.
 - c. Resources:

- i. Funding Source: Sierra-Plumas Joint Unified School District and Sierra Schools Foundation
- ii. Estimated Cost: \$1,000/year
- d. Timeline: Ongoing
- e. Means to Report: Report to the school at assemblies and to staff at staff meetings

C. Comments on Action Plan Refinements and Progress

Literacy

Many significant improvements to encourage students' literacy have been put into place, some of which are listed below.

- **Reading Class:** A daily half-hour Reading class was added for all students' schedules, grades 7-12 at Loyalty High starting in 2012-13 – for sustained, silent reading. The Accelerated Reader and STAR Reading programs were adopted to assess students' reading levels and to assess their comprehension of the books that they read.
- **Assessment:** English department staff determined that because state assessments have changed and since not all grade levels will be testing yearly, that the STAR Reading assessments will be used to measure students' improvement, as reading level testing is completed quarterly at Loyalty High for all grades.
- **Placement:** Students are placed into Language! or CAHSEE Prep English classes, in addition to their regular English class (based on state assessment at Below Basic or Far Below Basic levels), former CAHSEE scores, or teacher recommendation.
- **Professional Development:** Teachers continue to attend professional development on literacy including the following within the last year: DeMythifying the Common Core/ELA, California League of High School Schools/Literacy, National Endowment for the Humanities, AP U.S. History Institute, Front-loading the Brain/literacy best practices, Learning and the Brain/ADHD, and Direct Instruction.
- **Strategies:** Teachers use proven note-taking strategies such as Cornell notes, PDPs, academic toolkits, weekly vocabulary worksheets, rhetorical summaries (précis), and word concept organizers.
- **Textbooks:** New textbooks aligned with the California State Common Core Standards will be adopted for use in 2016-17.

Mathematics

The mathematics department has made important strides in accomplishing Action Plan goals, to include the following:

- **Assessment:** Because state assessments have changed with changing standards and because not all grade levels test every year, mathematics teachers and administration decided to begin testing of all students using the online Mathematics Diagnostic Testing Project, which is being purchased for use prior to Spring 2015 Four-year Planning. This tool will allow teachers to accurately place students in the appropriate mathematics class.
- **Sequencing:** Mathematics teachers developed a course flow chart for proper course sequencing and placement.
- **Textbooks:** New mathematics textbooks are being adopted and purchased for use for the 2015-16 school year, so as to address new standards and course sequencing.
- **Bell Work:** Teachers have developed standards test preparation bell work materials for daily standards review.
- **Benchmarks:** Teachers are utilizing STAR Math as a benchmark measurement of students on a quarterly basis.
- **Professional Development:** Mathematics teachers continue to seek out professional development opportunities, to include a STEM conference at Sacramento State University and another at Sacramento County Office of Education, Teaching Mathematics with the Common Core, DeMythifying Common Core Assessment, California Agriculture Teachers Association summer conference/Common Core Standards, Texas Instrument training.

School Culture

Staff, administration, District Office personnel, stakeholders, students, and parents have all worked together to make significant improvements to the school culture at Loyalton High School:

- **Physical Improvements:** Major physical plant improvements have boosted the morale of students, parents, and staff: new roof and ceilings, new parking lot, new trophy cases, and new furniture. The strong advocacy of the principal and a new superintendent, along with Governing Board and District Office staff, helped secure state funding as well as District and County funds to make these improvements.
- **Inspiration:** Inspirational wall words were painted throughout the building. The ASB officers adopted a new school theme: “We’re gonna make this place your home!” Additionally, a new school fight song was adopted—with the lyrics printed on a gym banner.
- **Middle School Culture:** New quarterly field trips for 7th and 8th grade students are creating memories, a stronger sense of class culture, and tradition, including the Lakes Basin hiking trip, ski resort/ice skating trip, Sacramento River Cats game/Capitol tour. Additionally, the SPJUSD counselor and a Sierra County counselor have organized half-day activities to help the younger students have a stronger sense of self and skills relating to relationships and problem-solving.
- **Communication:** Administration, staff, and students have worked diligently to better communicate the activities and positive academics and programs at LHS through school and local newspapers, online student newspaper blog, news broadcasts through You Tube channel, website and other social media outlets, merchant marquee, school calendar, daily bulletin, quarterly parent newsletters, and recorded all-call phone messages.
- **Community:** Staff and administration seek out parent and other stakeholder involvement in many activities, including the following: Back to School Night, Site Council, Ag Advisory Council and Ag Department activities, Choir activities, Senior Mock Job Interview Day (interviewers), Senior Project Presentation Day (judges), Career and Senior Issues classes’ college and career speakers, Four-year Planning Days, and the Community Forum.
- **Grades Updates:** Teachers are updating grades at least weekly (by Monday) to determine athletic eligibility for the successive week. An instructional aide checks all students’ grades, assigns detention for students with failing grades, and supervises study hall before practice.

Attendance

Because attendance is critical to students' learning, Loyalton High administration addressed and met this Action Plan early in the six-year accreditation period:

- **New Procedures:** When a new administrative assistant was hired in Fall 2012, that person assumed all responsibility for completing attendance records, calling parents of all absent students, and assisting with paperwork for the SARB process. Consequently, ADA attendance percentages have significantly improved.
- **County Support:** Administration is finding strong support from Sierra County sheriff and probation department personnel in regard to following up on truant students.
- **SARB Timelines:** The school administrator has been consistently following timelines in regard to being proactive about truant students through the SARB process.
- **Rewards:** The school principal is providing special drawings for prizes for students who have 100 percent attendance at the quarterly awards ceremonies. This manner of reward was chosen instead of daily announcements about attendance or a bulletin board display, as written in the original Action Plan.

APPENDIX A

LOYALTON HIGH SCHOOL

RESULTS OF COMMUNITY SURVEY: March 17, 2015

NOTE: Based on surveys received at Community Forum March 17, 2015

Parents and community members:

Thank you for investing in our students' education at Loyalton High! We appreciate you and the perspective you can bring. We are constantly on a quest to make our offerings and teaching fresh and more effective. Please complete the following survey, which the LHS staff will consider and will incorporate into an accreditation report for the Western Association of Schools and Colleges (WASC) this spring. The following goals make up Loyalton High's Schoolwide Action Plan, established in 2010-2011.

DIRECTIONS: Please the appropriate box and add any comments you would like to make.

1. Literacy				
Action Plan: LHS will increase the number of students who are proficient or above on appropriate high school standards relating to literacy to include ELA vocabulary, ELA reading comprehension, history, and science.				
Rationale: To provide students with stronger literacy skills to meet their present and future academic, vocational, and personal needs.				
Means of Achievement	LHS does this	LHS does not do this	I don't know	Comments
Schoolwide note-taking strategies, vocabulary worksheets, concept organizers	15 100%			- Somewhat
Placement of students into intervention programs based upon test scores, individual screenings, and teacher recommendations	14 87.5%		2 12.5%	- Emphasis made to provide help to students who are struggling.

Daily reading period with individualized reading goals	16 100%			- AR points, 30 mins. Daily, fluency?
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2. Mathematics:

Action Plan: LHS will increase the number of students who are proficient or above on appropriate high school mathematics standards.

Rationale: To address historic weaknesses in assessment performance

Means of Achievement	LHS does this	LHS does not do this	I don't know	Comments
Use diagnostic testing to place students in appropriate beginning math classes	13 81%		3 19%	- Last I knew there was a new testing or gathering software to help see an overall view if students are grasping what's being taught.
Provide intervention class(es) for students struggling in math	14 87.5%		2 12.5%	- This was given to my stepson and it helped him graduate. - Yes and I love the detention rule! Immediate intervention! - My son has been failing geometry all year. Not sure this has been different?
Use test review questions	11 69%		5 31%	

3. School Culture

Action Plan: LHS will increase communication to enhance stakeholder involvement in order to create a positive culture between the school and community and to nurture healthy relationships among staff, students, parents, and community stakeholders.

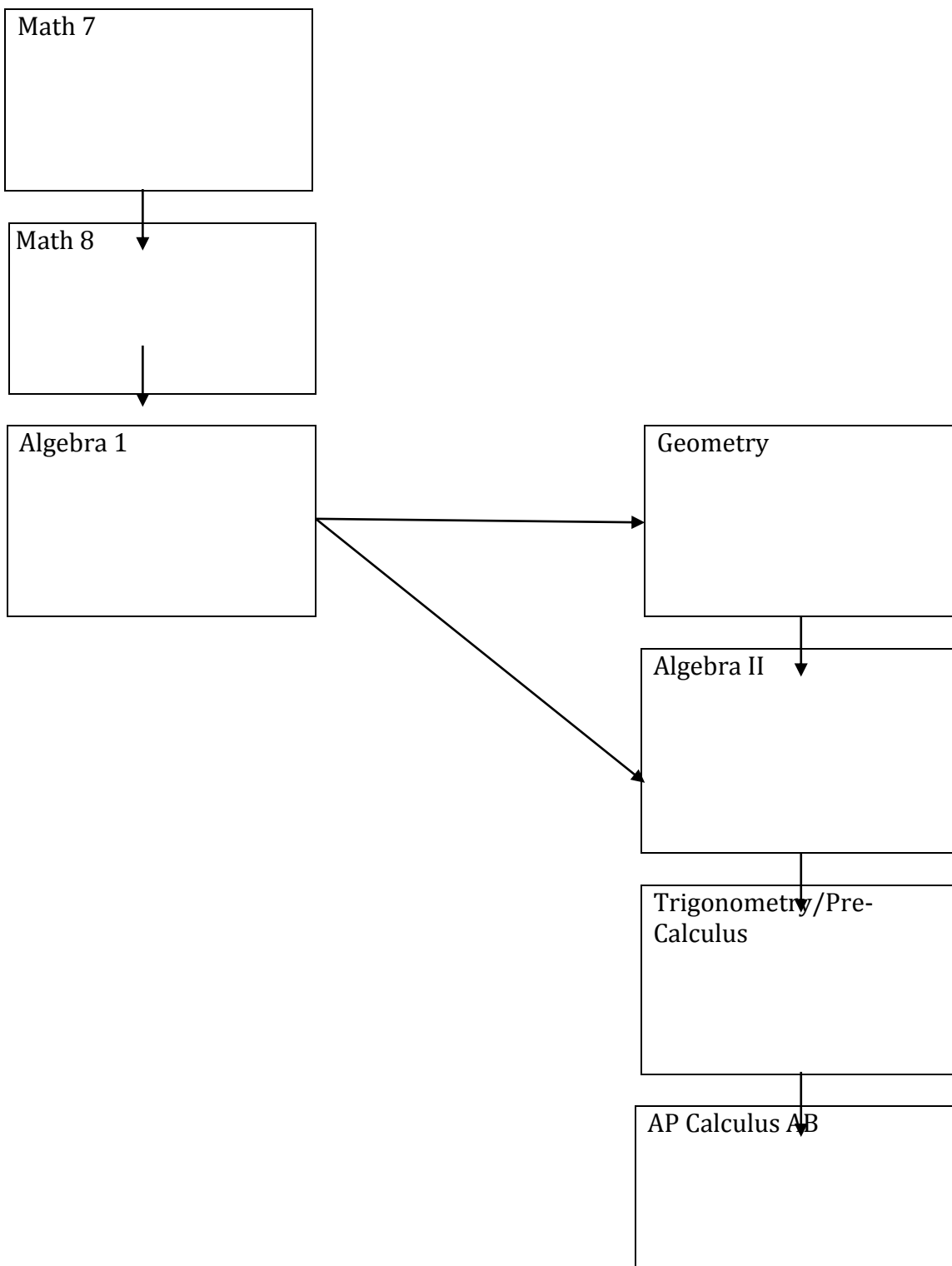
Rationale: A positive culture enhances productivity, builds healthy relationships, and promotes lifelong citizenship.

Means of Achievement	LHS does this	LHS does not do this	I don't know	Comments
Promote school activities on website, merchant	15 87.5%	1 12.5%		- Strong community presence. - Not too sure about a couple of those items listed (marquee,

marquee, school calendar, daily bulletin, school newsletter, blog, school and local newspapers				daily bulletin) but I have seen the other items.
Collaborate and communicate school and community culture through inservice days, advisory committees, student groups, athletics	11 69%		5 31%	- I have no idea what happens on inservice days. - I am impressed by the focus and professionalism of inservice days. - Not sure how they collaborate school and community culture.
Means of Achievement	LHS does this	LHS does not do this	I don't know	Comments
Grades are updated online weekly to effectively communicate student progress	15 87.5%		1 12.5%	- Sometimes not updated. - Do you do this? It would be great! - Some put 0's in for assignments not yet completed which gives students lower grades which can affect eligibility for sports.
<p>4. Attendance Action Plan: LHS will implement policies and practices that maximize instruction time and increase student attendance. Rationale: Daily attendance and adequate instruction time are necessary components for student achievement.</p>				
Means of Achievement	LHS does this	LHS does not do this	I don't know	Comments
Attendance clerk checks attendance daily, works with students and parents, and supports the Student Attendance Review Board (SARB) process	16 100%			- My student loves going to school so we haven't really had a problem.

<p>LHS promotes attendance through a system of recognition and rewards for good attendance (awards assemblies)</p>	<p>16 100%</p>			<ul style="list-style-type: none"> - My son has received an award. - Funded awards is great incentive. Love that this is done! Real life does this at some level depending on the business.
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**APPENDIX B
MATHEMATICS COURSE SEQUENCING**



The foregoing Third-Year Progress Report for the Accrediting Commission for Schools, Western Association of Schools and Colleges, is submitted on behalf of Loyalton High School and the Sierra-Plumas Joint Unified School District.

Dated: May 12, 2015

Respectfully submitted,

Janet McHenry
WASC Chairman, Loyalton High School

Dated: May 12, 2015

As approved by:
The Sierra-Plumas Joint Unified School
District Governing Board

Michael Moore
President

California Custom Trailers, Inc.

10391 E. Stockton Blvd.
 Elk Grove, California 95624
 (916) 714-2310

Estimate

Date	Estimate #
4/17/2015	20743

Name / Address
LOYALTON FFA PO BOX 37 LOYALTON CA 96118 CALI GRIFFIN 530-993-4454 EXT 200

P.O. No.	Rep	Project

Description	Qty	Cost	Total
WILSON 20' RANCH HAND PSGN-5720	1	23,310.00	23,310.00T
GVWR 9,995#	1	0.00	0.00T
(2) 7K AXLES	1	0.00	0.00T
(5) 16" 8 LUG ALUMWHEELS	1	1,950.00	1,950.00T
(5) 235/85/16 14 PLY TIRES	1	2,325.00	2,325.00T
CROWD GATE STYLE C WITH INNER SLIDER	1	735.00	735.00T
ADDITIPNAL CROWD GATE STYLE O WITH 5 SETTINGS	1	3,200.00	3,200.00T
INNER BUMP RAIL	1	600.00	600.00T
INSIDE TIE RAIL DRIVERS SIDE FULL LENGTH	1	500.00	500.00T
50" OPENING SIDE DOOR	1	500.00	500.00T
CENTER TURN SIGNALS	1	300.00	300.00T
BACK UP LIGHTS	1	150.00	150.00T
(2) EXTERIOR LOAD LIGHTS, ONE OVER SIDE DOOR ONE OVER REAR DOOR	1	220.00	220.00T
LIGHTED SIGN, LOYALTON FFA	1	900.00	900.00T
(10) EXTERIOR TIE LOOPS, 5 PER SIDE	1	250.00	250.00T
SIDE RAMP TO LOAD PIGS	1	2,400.00	2,400.00T
ACCESS DOORS ON BOTH SIDE OF NOSE	1	1,040.00	1,040.00T
VENTS UNDER NOSE	1	350.00	350.00T
(32) EXTRA LED LIGHTS	1	2,280.00	2,280.00T
ALL BLACK ALUMINUM	1	2,200.00	2,200.00T
KETCHAM PANELS (15) 5' LONG 48" TALL HORIZONTAL PANELS, (5) WALK THROUGH 5' LONG 48" TALL GATES, 20 DROP RODS, COLOR: BLUE	1	3,600.00	3,600.00T
LABOR AND PARTS TO MAKE BRACKETS FOR PANELS ON SIDE OF TRAILER	1	1,200.00	1,200.00
FREIGHT FROM WILSON TO CAL CUSTOM	1	1,700.00	1,700.00
FREIGHT FROM CAL CUSTOM TO LOYALTON	1	300.00	300.00
SET-UP	1	125.00	125.00T

Subtotal

Sales Tax (7.5%)

Total

California Custom Trailers, Inc.

10391 E. Stockton Blvd.
 Elk Grove, California 95624
 (916) 714-2310

Estimate

Date	Estimate #
4/17/2015	20743

Name / Address
LOYALTON FFA PO BOX 37 LOYALTON CA 96118 CALI GRIFFIN 530-993-4454 EXT 200

P.O. No.	Rep	Project

Description	Qty	Cost	Total
DOC FEE	1	65.00	65.00T
DMV REGISTRATION	1	48.00	48.00
TIRE FEE	5	1.75	8.75
DISCOUNTS		-12,600.00	-12,600.00
		Subtotal	\$37,656.75
		Sales Tax (7.5%)	\$2,641.24
		Total	\$40,297.99