

# Local Control and Accountability Plan

Sierra County Office of Education

July 1, 2014 - June 30, 2017

04/22/2014 (revised 05/07/2014, correction made 8/6/2014))

**§ 15497. Local Control and Accountability Plan and Annual Update Template.**

**Introduction:**

**LEA:** Sierra County Office of Education      **Contact (Name, Title, Email, Phone Number):** Merrill Grant, Ed.D., Superintendent,  
mgrant@spjUSD.org, (530) 993-1660 \*837

**LCAP Year:** 2014

***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.*

*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. 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 should comply with instructions and 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. 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 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:

**Parent involvement:** efforts to seek parent input in decision making, 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 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 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 engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA’s goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

**Guiding Questions:**

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, 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?
- 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 representative parents of pupils identified in Education Code section 42238.01?
- 6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

<b>Involvement Process</b>	<b>Impact on LCAP</b>
An extensive review of documents written with wide stakeholder involvement including Single Plans for Student Achievement from schools in our county, WASC Reports and annual updates written for each of our secondary schools, and	Personal telephone interviews with all of our foster parents held in April 2014 led to revisions in our county actions related to foster youth, specifically the

documents such as our Local Education Accountability Plans, our Strategic Plans, Board Goals, and the results of the last California Healthy Kids Survey (CHKS) provided input. In addition, minutes of County-District Advisory Committee (C-DAC) meetings and School Site Council meetings have been reviewed for input from stakeholders that would relate to the development of this first year's LCAP. A foster parent telephone survey was conducted to gain input from this subgroup. Consultation occurred with a Resource Specialist regarding services to students with disabilities and related goals. A public hearing on our proposed LCAP is being held at the May 13, 2014, Sierra County Board meeting. As this plan is developed over time, stakeholder involvement will be calendarized and more focused on the LCAP at all levels in the district and communities served by Sierra County Office of Education.

Stakeholders, while not specifically looking at data or metrics for the LCAP, have spent time in each of their respective roles on various committees, boards, and councils and have viewed much of the data that is considered in setting goals for the LCAP. Stakeholders have looked at test scores on standardized tests, data reported on the School Accountability Report Cards, and in WASC reports where data is a key consideration as evidence of learning. So, for the first year, stakeholders have been made aware through a variety of avenues of the data and metrics surrounding our schools.

Because the state priorities are new to all of us, stakeholders will be learning along with us as we move forward. Priority goals from the various reports mentioned above that were written with extensive stakeholder involvement have been incorporated into this plan. Stakeholder input has been a major piece in setting our goals and priorities.

We have broad representation on all of our Site Councils and WASC Committees, as well as our County-District Advisory Committee. Our small county presently has three foster youth, two who just enrolled in our district this month. These parents participated in a telephone survey in April 2014. Students of parents who have been identified to have special needs meet at least annually for their child's Independent Education Program (IEP) meetings. At these meetings, parent input is always requested and noted. Also, representatives of these populations are requested to participate in our organized councils and committees. We do not have large enough special population groups to require the formation of special groups

provision of a special enrollment procedure for parents bringing foster children to our schools, a one-page summary of foster student services and policies that differ from the general student population for parents and staff, and annual training of staff related to foster youth in our county.

A personal interview on April 16 with a Resource Specialist employed by our County helped ensure that goals were written to address the needs of students who have been identified with disabilities. Because of this interview we specifically address the goal that all students, including those with disabilities, are placed in the least restrictive learning environment and the most broad course of study available to them while still meeting their learning needs.

Other stakeholder input affected the goals through their involvement on our county councils, School Site Councils, and WASC committees since we completed a survey of all the different goals written over the past few years to blend into our County LCAP goals.

Every annual update after the first year will receive planned, direct, focused input from all stakeholders who will be encouraged to participate in our calendar of stakeholder events. Stakeholders will receive meaningful data and be provided with multiple means of communicating with the county personnel who will work on the annual revisions and updates.

including an English Learner Advisory Council, but we seek input at all times from members of special populations. English Learners and their parents participate widely in our schools. Because of our socio-economic population, we run school-wide Title I programs that include all students and residually all parents.

We are small enough that we seek and highly value input from all parents, students, staff, and other stakeholders of our county. We recognize the value of each stakeholder in making our schools the center and showcase of our rural communities.

## **Section 2: Goals and Progress Indicators**

*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, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

**Instructions:** Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart 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. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. 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 school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. 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, school site-level advisory groups (e.g., school site 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.

### **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 "Engagement"(e.g., pupil and parent)?
- 4) What are the LEA's goal(s) to address locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific predicted outcomes/metrics/noticeable changes 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 and/or to review progress toward goals in the annual update?
- 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) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroup(s) (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>All teachers are appropriately assigned and are fully credentialed for any core subject they are teaching and are qualified to have English Learners in their classrooms.</p> <p>All students have access to standards-aligned instructional materials, and all courses are aligned to state standards and have been reviewed annually, updated as needed, and adopted by the local governing</p>	<p>All students receive instruction and services to support their intellectual, social, emotional, and physical development.</p>	All	All	<p>80 percent of teachers are fully credentialed for any core subject they teach and have certification to teach English Learners.</p> <p>20 percent of courses have adopted instructional materials and textbooks and updated course outlines to meet the California Common Core</p>	<p>90 percent of teachers are fully credentialed for any core subject they teach and have certification to teach English Learners.</p> <p>40 percent of courses have adopted instructional materials and textbooks and updated course outlines to meet the California Common Core</p>	<p>100 percent of teachers are fully credentialed for any core subject they teach and have certification to teach English Learners.</p> <p>60 percent of courses have adopted instructional materials and textbooks and updated course outlines to meet the California Common Core</p>	<p>Basic; Implementation of State Standards; Course access; Expelled pupils; Foster youth</p>	

<p>board.</p> <p>All students have a broad course of study available to them, are placed in the least restrictive learning environment, and have multiple pathways to meet their academic needs.</p> <p>All expelled students have alternate pathways available to meet their academic needs.</p> <p>All foster youth benefit from coordination of services between schools, schools and local agencies serving foster youth, and schools and the court system.</p> <p>All pupils with disabilities have an Individualized Educational Program (IEP) that</p>					<p>State Standards.</p> <p>90 percent of expelled students meet their academic needs through alternative pathways.</p> <p>100 percent of foster parents indicate on an annual telephone survey that foster youth are being served appropriately.</p> <p>100 percent of students in an annual audit of IEPs are receiving appropriate services.</p>	<p>State Standards.</p> <p>95 percent of expelled students meet their academic needs through alternative pathways.</p> <p>100 percent of foster parents indicate on an annual telephone survey that foster youth are being served appropriately.</p> <p>100 percent of students in an annual audit of IEPs are receiving appropriate services.</p>	<p>State Standards.</p> <p>95 percent of expelled students meet their academic needs through alternative pathways.</p> <p>100 percent of foster parents indicate on an annual telephone survey that foster youth are being served appropriately.</p> <p>100 percent of students in an annual audit of IEPs are receiving appropriate services.</p>	
---	--	--	--	--	--	--	--	--

meets their intellectual, social, emotional, and physical development and provides them with appropriate services.

Percent of teachers who are fully credentialed for any core subject they teach and who have certification to teach English Learners.

Percent of courses that have adopted instructional materials and textbooks and updated course outlines to meet the California Common Core State Standards.

Percent of expelled students who meet their academic needs through alternative pathways.

Percent of foster

<p>parents indicating on an annual telephone survey that foster youth are being served appropriately.</p> <p>Percent of students in annual audit of IEPs who are receiving appropriate services.</p>								
<p>All administrators, teachers, and staff recognize their participation in student success, understand the power of collaboration, and value professional development.</p> <p>All students, including but not limited to our target populations, who need intensive intervention in ELA or mathematics, are provided instruction using adopted intervention curriculum.</p>	<p>All students engage in a rigorous curriculum and acquire the knowledge, critical thinking skills, and characteristics needed for success in college, career, and life.</p>	All	All		<p>50% of schools meet their AYP goals.</p> <p>80% or more of students are in attendance daily, averaged over the year.</p> <p>5% or fewer of students are expelled during the year.</p> <p>55% of our students who participate in California's Physical Fitness Testing are within the <i>Healthy Fitness Zone</i> range in</p>	<p>75% of schools meet their AYP goals.</p> <p>85% or more of students are in attendance daily, averaged over the year.</p> <p>3% or fewer of students are expelled during the year.</p> <p>60% of our students who participate in California's Physical Fitness Testing are within the <i>Healthy Fitness Zone</i> range in</p>	<p>100% of schools meet their AYP goals.</p> <p>90% or more of students are in attendance daily, averaged over the year.</p> <p>3% or fewer of students are expelled during the year.</p> <p>65% of our students who participate in California's Physical Fitness Testing are within the <i>Healthy Fitness Zone</i> range in</p>	<p>Pupil achievement; Other pupil outcomes</p>

<p>All students participate in a physical education program that promotes strength and conditioning, is age-appropriate, and meets California Education Code guidelines for physical education programs.</p> <p>All students in Kindergarten through Grade 9 receive instruction in Health aligned with the State Standards and County adopted health curriculum.</p> <p>Percent of schools meeting their AYP goals.</p> <p>Percent of students in attendance daily, averaged.</p> <p>Percent of students expelled in the year.</p> <p>Percent of students who participate in California's</p>					<p>at least five of six areas. 90% of K-8 students demonstrate mastery of the academic skills needed for promotion to the next grade level at the end of the year.</p> <p>80% of English Learners in our county are reclassified Fluent English Proficient within five years of initial enrollment.</p> <p>80% of students enrolled in intensive intervention in ELA and/or mathematics achieve grade level competency within two years.</p>	<p>at least five of six areas. 95% of K-8 students demonstrate mastery of the academic skills needed for promotion to the next grade level at the end of the year.</p> <p>90% of English Learners in our county are reclassified Fluent English Proficient within five years of initial enrollment.</p> <p>90% of students enrolled in intensive intervention in ELA and/or mathematics achieve grade level competency within two years.</p>	<p>at least five of six areas. 95% of K-8 students demonstrate mastery of the academic skills needed for promotion to the next grade level at the end of the year.</p> <p>95% of English Learners in our county are reclassified Fluent English Proficient within five years of initial enrollment.</p> <p>95% of students enrolled in intensive intervention in ELA and/or mathematics achieve grade level competency within two years.</p>	
--	--	--	--	--	--	--	--	--

Physical Fitness Testing who are within the *Healthy Fitness Zone* range.

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

Percent of English Learners in our county who are reclassified Fluent English Proficient within five years of initial enrollment.

Percent of students enrolled in intensive intervention in ELA and/or mathematics who achieve grade level competency within two years.

Percent of county employees who participate in county-wide professional

100% of county employees participate in county-wide professional development activities.

100% of county employees participate in county-wide professional development activities.

100% of county employees participate in county-wide professional development activities.

development activities.								
<p>There is broad stakeholder representation on the County-District Advisory Committee (C-DAC). Members of the C-DAC are actively involved in school improvement and promotion, the public is invited to all C-DAC meetings, and the calendar of C-DAC meetings is published to encourage broad stakeholder involvement.</p> <p>Sierra County Board Meetings are regularly scheduled and offered via remote transmission to each school community to provide for broad stakeholder participation.</p>	<p>All stakeholders are involved in promoting a district culture where student success is realized, communicated, and celebrated.</p>	All	All		<p>75% of significant subgroups are represented on the County-District Advisory Committee (C-DAC) membership roll.</p> <p>Four C-DAC meetings and monthly Sierra County Board of Trustees meetings are clearly indicated on the SCOE calendar posted on the SCOE website.</p> <p>25% of parents return the annual school climate survey.</p> <p>70% of students return the annual school</p>	<p>85% of significant subgroups are represented on the County-District Advisory Committee (C-DAC) membership roll.</p> <p>Four C-DAC meetings and monthly Sierra County Board of Trustees meetings are clearly indicated on the SCOE calendar posted on the SCOE website.</p> <p>40% of parents return the annual school climate survey.</p> <p>80% of students return the annual school</p>	<p>100% of significant subgroups are represented on the County-District Advisory Committee (C-DAC) membership roll.</p> <p>Four C-DAC meetings and monthly Sierra County Board of Trustees meetings are clearly indicated on the SCOE calendar posted on the SCOE website.</p> <p>60% of parents return the annual school climate survey.</p> <p>90% of students return the annual school</p>	<p>Parent involvement; Pupil engagement; School climate</p>

<p>Individualized Education Program (IEP) meetings are scheduled in advance to provide for inclusion of administrators, teachers, parents, students, and other advocates.</p> <p>Parent and student surveys will be administered as a means of receiving stakeholder input on county programs and services from representatives of all student groups and subgroups.</p> <p>County staff will be trained each year in California Education Code related to foster youth to ensure that required services are provided.</p> <p>Percent of subgroups represented on the</p>					<p>climate survey.</p> <p>30 stakeholders participate in the annual LCAP Read, Review, and Recommend Community Forum.</p> <p>80% of foster parents participate in an annual telephone survey.</p> <p>85% of County staff receive training related to foster youth services.</p>	<p>climate survey.</p> <p>40 stakeholders participate in the annual LCAP Read, Review, and Recommend Community Forum.</p> <p>90% of foster parents participate in an annual telephone survey.</p> <p>100% of County staff receive training related to foster youth services.</p>	<p>climate survey.</p> <p>50 stakeholders participate in the annual LCAP Read, Review, and Recommend Community Forum.</p> <p>100% of foster parents participate in an annual telephone survey.</p> <p>100% of County staff receive training related to foster youth services.</p>	
---	--	--	--	--	---	--	---	--

County-District  
Advisory  
Committee  
(C-DAC).

Posting on the  
Sierra County  
Office of Education  
(SCOE) website of  
the SCOE Calendar  
of four C-DAC  
meetings, two *Read,  
Review, and  
Recommend*  
Community  
Forums, and  
monthly Sierra  
County Board of  
Trustees meetings.

Percent of parents  
returning the  
annual school  
climate survey.

Percent of students  
Grades 2-12  
returning the  
annual school  
climate survey.

Number of  
stakeholders  
participating in the  
two annual LCAP  
*Read, Review, and  
Recommend*

<p>Community Forums.</p> <p>Percent of foster parents participating in an annual telephone survey.</p> <p>Percent of staff participating in staff training related to foster youth services.</p>								
--	--	--	--	--	--	--	--	--

### **Section 3: Actions, Services, and Expenditures**

*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 the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52064 requires a listing and description of the expenditures required to implement the specific actions.*

**Instructions:** Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. 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 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?
- 2) How do these actions/services link to identified goals and performance indicators?
- 3) 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?
- 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 5) In the annual update, 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?
- 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
- 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.

Goal	Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)	Actions and Services	Level of Service	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
All students receive instruction and services to support their intellectual, social, emotional, and physical development.	Basic; Implementation of State Standards; Course access; Expelled pupils; Foster youth	Continue to support Visual and Performing Arts (VAPA) in all schools.	County-Wide		Contracted Services for VAPA at all school sites for all students: \$14,000 <b>Funding Source:</b> Sierra Schools Foundation Local Revenue 9010 and Unrestricted General Fund <b>Note:</b> Unrestricted funds to match Sierra	Contracted Services for VAPA at all school sites for all students: \$14,000 <b>Funding Source:</b> Sierra Schools Foundation Local Revenue 9010 and Unrestricted General Fund <b>Note:</b> Unrestricted funds to match Sierra	Contracted Services for VAPA at all school sites for all students: \$14,000 <b>Funding Source:</b> Sierra Schools Foundation Local Revenue 9010 and Unrestricted General Fund <b>Note:</b> Unrestricted funds to match Sierra

					School Foundation Grant to provide various VAPA programs in all district schools to all student population.	School Foundation Grant to provide various VAPA programs in all district schools to all student population.	School Foundation Grant to provide various VAPA programs in all district schools to all student population.
All students receive instruction and services to support their intellectual, social, emotional, and physical development.	Basic; Implementation of State Standards; Course access; Expelled pupils; Foster youth	Continue to support the Independent Study Program and Sierra Pass Continuation High School as alternative pathways.	County-Wide		Administrative Salary: \$12,000 <b>Funding Source:</b> Unrestricted General Fund <b>Note:</b> To assign a staff with an administrative credential as site administrator to Sierra Pass and oversee district ISP program.	Administrative Salary: \$12,000 <b>Funding Source:</b> Unrestricted General Fund <b>Note:</b> To assign a staff with an administrative credential as site administrator to Sierra Pass and oversee district ISP program.	Administrative Salary: \$12,000 <b>Funding Source:</b> Unrestricted General Fund <b>Note:</b> To assign a staff with an administrative credential as site administrator to Sierra Pass and oversee district ISP program.
All students receive instruction and services to support their intellectual, social, emotional, and physical development.	Basic; Implementation of State Standards; Course access; Expelled pupils; Foster youth	Continue to support Career Technical Education in grades 7-12.	County-Wide		Instructor Salary and Benefits for Construction/Building Trades: \$45,000 <b>Funding Source:</b> Education Protection Account Career Specialist Salary: \$8,000 <b>Funding Source:</b> Education Protection Account, Resource 1400	Instructor Salary and Benefits for Construction/Building Trades: \$45,000 <b>Funding Source:</b> Education Protection Account Career Specialist Salary: \$4,000 <b>Funding Source:</b> Education Protection Account, Resource 1400	Instructor Salary and Benefits for Construction/Building Trades: \$45,000 <b>Funding Source:</b> Education Protection Account Career Specialist Salary: \$4,000 <b>Funding Source:</b> Education Protection Account, Resource 1400

					Construction/Building Trades and Greenhouse Supplies: \$4,000 <b>Funding Source:</b> Education Protection Account, Resource 1400	Construction/Building Trades and Greenhouse Supplies: \$4,000 <b>Funding Source:</b> Education Protection Account, Resource 1400	Construction/Building Trades and Greenhouse Supplies: \$4,000 <b>Funding Source:</b> Education Protection Account, Resource 1400
All students receive instruction and services to support their intellectual, social, emotional, and physical development.	Basic; Implementation of State Standards; Course access; Expelled pupils; Foster youth	Seek creative ways to expand Career Technical Education opportunities and pathways for students.	County-Wide		Using greenhouses for K-12 science, health, and sustainable agriculture projects: \$5,116 <b>Funding Source:</b> Education Protection Account	Using greenhouses for K-12 science, health, and sustainable agriculture projects: \$2,983 <b>Funding Source:</b> Education Protection Account	Using greenhouses for K-12 science, health, and sustainable agriculture projects: \$1,116 <b>Funding Source:</b> Education Protection Account
All students receive instruction and services to support their intellectual, social, emotional, and physical development.	Basic; Implementation of State Standards; Course access; Expelled pupils; Foster youth	Have the Foster Youth Service Coordinator handle annual staff training.	County-Wide		Staff to absorb duties as a Foster Youth Coordinator (FYC): \$0 <b>Funding Source:</b> Unrestricted General Funds <b>Note:</b> FYC will prepare training materials for District and County staff and parents and provide annual training.	Staff to absorb duties as a Foster Youth Coordinator (FYC): \$0 <b>Funding Source:</b> Unrestricted General Funds <b>Note:</b> FYC will prepare training materials for District and County staff and parents and provide annual training.	Staff to absorb duties as a Foster Youth Coordinator (FYC): \$0 <b>Funding Source:</b> Unrestricted General Funds <b>Note:</b> FYC will prepare training materials for District and County staff and parents and provide annual training.
All students receive instruction and	Basic; Implementation of State	Services for Preschool and K-12 students with disabilities.	County-Wide		Certificated and Psychologist salaries and benefits.	Certificated and Psychologist salaries and benefits.	Certificated and Psychologist salaries and benefits.

services to support their intellectual, social, emotional, and physical development.	Standards; Course access; Expelled pupils; Foster youth				Contracted services for other services needed to comply with students Individualized Education Programs. Operating expenses for preschool resource facility.: \$595,000 <b>Funding Source:</b> Restricted Federal and State Special Educations Appmt. and Unrestricted General Fund.	Contracted services for other services needed to comply with students Individualized Education Programs. Operating expenses for preschool resource facility.: \$605,000 <b>Funding Source:</b> Restricted Federal and State Special Educations Appmt. and Unrestricted General Fund.	Contracted services for other services needed to comply with students Individualized Education Programs. Operating expenses for preschool resource facility.: \$615,000 <b>Funding Source:</b> Restricted Federal and State Special Educations Appmt. and Unrestricted General Fund.
All students engage in a rigorous curriculum and acquire the knowledge, critical thinking skills, and characteristics needed for success in college, career, and life.	Pupil achievement; Other pupil outcomes	Professional Learning Community (PLC) activities are scheduled into the school calendar. Certificated staff will attend professional development programs/conferences.	County-Wide		Travel & Conference: \$2,500 <b>Funding Source:</b> State Special Education, Common Core and Workability <b>Note:</b> PLC cost is included in the staff members base salary.	Travel & Conference: \$2,500 <b>Funding Source:</b> State Special Education, Common Core and Workability <b>Note:</b> PLC cost is included in the staff members base salary.	Travel & Conference: \$2,500 <b>Funding Source:</b> State Special Education, Common Core and Workability <b>Note:</b> PLC cost is included in the staff members base salary.
All students engage in a rigorous curriculum and	Pupil achievement; Other pupil outcomes	Continue to fund instructional aides to work with students who need academic	County-Wide		Instructional aide salary and benefits for all school sites: \$90,000	Instructional aide salary and benefits for all school sites: \$90,000	Instructional aide salary and benefits for all school sites: \$90,000

acquire the knowledge, critical thinking skills, and characteristics needed for success in college, career, and life.		support.			<b>Funding Source:</b> Restricted State Special Education Appmt.	<b>Funding Source:</b> Restricted State Special Education Appmt.	<b>Funding Source:</b> Restricted State Special Education Appmt.
All students engage in a rigorous curriculum and acquire the knowledge, critical thinking skills, and characteristics needed for success in college, career, and life.	Pupil achievement; Other pupil outcomes	Consider training a staff member to serve as the PE lead teacher for the County.	County-Wide				
All students engage in a rigorous curriculum and acquire the knowledge, critical thinking skills, and	Pupil achievement; Other pupil outcomes	Ensure that the adopted health curriculum is being delivered to students K-9.	County-Wide		Contract with a credentialed nurse: \$6,000 <b>Funding Source:</b> Unrestricted General Funds	Contract with a credentialed nurse: \$6,000 <b>Funding Source:</b> Unrestricted General Funds	Contract with a credentialed nurse: \$6,000 <b>Funding Source:</b> Unrestricted General Funds

characteristics needed for success in college, career, and life.							
All stakeholders are involved in promoting a district culture where student success is realized, communicated, and celebrated.	Parent involvement; Pupil engagement; School climate	Administer foster parent, school climate and other parent engagement surveys. Schedule community forum meetings and find ways to retain C-DAC members.	County-Wide		Advertisement, communication, website stipend, telecommunication equipment repairs, and supplies: \$5,200 <b>Funding Source:</b> Unrestricted General Funds	Advertisement, communication, website stipend, telecommunication equipment repairs, and supplies: \$5,200 <b>Funding Source:</b> Unrestricted General Funds	Advertisement, communication, website stipend, telecommunication equipment repairs, and supplies: \$5,200 <b>Funding Source:</b> Unrestricted General Funds

B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17

We are a single district County and have no county students. Therefore, our additional annual actions related to these student populations are reported in our district LCAP.

C. Describe the LEA's increase in 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 school site 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 priority areas. (See 5 CCR 15496(b) for guidance.)

We are a single district county and have no county students. Therefore, our use of increased funds is reported in our district LCAP.

D. 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). 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). 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.

N/A
-----

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.