

# Local Control and Accountability Plan

Sierra-Plumas Joint Unified

July 1, 2014 - June 30, 2017

04/25/2014 (revised 05/08/2014)

Introduction:

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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?

Involvement Process	Impact on LCAP
<p>A review of documents written with stakeholder involvement including Single Plans for Student Achievement from schools in our district, WASC Reports and annual updates written for each of our secondary schools, and other documents such as our Local Education Accountability Plan, our School Accountability Report Cards (SARCs), 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. Consultation occurred with a Resource Specialist regarding services to students with disabilities and related goals. A public hearing on our proposed LCAP was held at the May 13, 2014, Sierra-Plumas Joint Unified School 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 all communities served by Sierra-Plumas Joint Unified School District.</p> <p>Stakeholders 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</p>	<p>The Loyalton High School Site Council met on April 28, 2014, and responded to the eight state priorities and discussed possible local priorities not included in the State's list. This resulted in the inclusion of a fourth goal to respond to local priorities related to our aging school facilities.</p> <p>A personal interview on April 16, 2014, 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. Because of this input, actions related to career technical education and the possible expansion of career pathways have been</p>

on standardized tests, data reported on the SARCs, and data in WASC reports, where data is a key consideration as evidence of learning. For the first LCAP 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 are learning along with us. Priority goals from the various reports mentioned above that were written with extensive stakeholder involvement have been incorporated into this plan.

We have broad stakeholder representation on all of our Site Councils and WASC Committees, as well as our County-District Advisory Committee. Students of parents who have been identified to have special needs meet at least annually for their child's Independent Educational 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 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. We recognize the value of each stakeholder in making our schools the center and showcase of our rural communities.

included in this LCAP.

Sierra Schools Foundation, a local foundation that promotes our County/District schools, is driving the expanded use of our greenhouses that has resulted in increased hours for our Career Specialist and budgeting for supplies and materials needed for this program. Sierra Schools Foundation also recommended at their meetings that we continue our support of VAPA and technology in all our schools.

Every annual update after this 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 District personnel who prepare the annual revisions and updates.

## 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 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</p>	<p>All students receive instruction and services to support their intellectual, social, emotional, and physical development.</p>	All	All	<p>80% of teachers are fully credentialed for any core subject they are teaching and have certification to teach English Learners.</p> <p>20% 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>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>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>Basic; Implementation of State Standards; Course access</p>	

<p>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> <p>Percent of teachers who are fully credentialed for any core subject they are teaching and who have certification to teach English Learners.</p> <p>Percent of courses with adopted instructional materials, textbooks, and course outlines to meet the California Common Core State Standards.</p> <p>Percent of K-8 students placed in broad courses of study.</p> <p>Percent of 9-12 students who are making adequate progress towards graduation.</p> <p>Percent of students who participate in at least one extra-</p>					<p>60% or more students in grades 9-12 participate in at least one extra- or co-curricular activity during the academic year.</p> <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>65% or more 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>	<p>70% or more 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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<p>or co-curricular activity during an academic year.</p> <p>Percent of 7-12 schools in the district that hold an annual School Science Fair.</p> <p>Percent of graduates who complete a Career Technical Pathway prior to graduation.</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 participate in universal screening and local benchmark assessment; students who need intensive intervention in ELA or mathematics are provided instruction using adopted intervention programs.</p> <p>All students are provided multiple pathways to achieve academic success including</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>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</p>	<p>School calendar that has minimum days designated for professional collaboration.</p> <p>90% of school staff submit a professional development plan to their site administrator on or before September 30.</p> <p>75% of schools meet their AYP.</p> <p>100% of eligible students participate in the California Assessment of Student Performance and Progress (CAASPP) testing.</p> <p>90% of students in intensive intervention</p>	<p>School calendar that has 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 schools meet their AYP.</p> <p>60% of students participate in the CAASPP and score proficient or advanced in ELA or Mathematics.</p> <p>95% of students in intensive intervention programs</p>	<p>Pupil achievement; Other pupil outcomes; Pupil engagement</p>

<p>independent study, alternative education, college readiness, and career technical pathways.</p>				<p>level within two years of entering the intervention program.</p>	<p>programs achieve grade level within two years of entering the intervention program.</p>	<p>achieve grade level within two years of entering the intervention program.</p>
<p>All students in Grades 3-12 have opportunities to participate in extra- and co-curricular activities.</p>				<p>35% of graduates meet the a-g entrance requirements.</p>	<p>40% of graduates meet the a-g entrance requirements.</p>	<p>45% of graduates meet the a-g entrance requirements.</p>
<p>School calendar that allows staff time for professional collaboration.</p>				<p>25% of students who take the Advanced Placement exams score a 3 or higher.</p>	<p>30% of students who take the Advanced Placement exams score a 3 or higher.</p>	<p>35% of students who take the Advanced Placement exams score a 3 or higher.</p>
<p>Percent of school staff who submit a professional development plan to their site administrator on or before September 30 of each year.</p>				<p>40% of sophomores score proficient or advanced on the CAHSEE.</p>	<p>50% of sophomores score proficient or advanced on the CAHSEE.</p>	<p>55% of sophomores score proficient or advanced on the CAHSEE.</p>
<p>Percent of schools meeting their AYP.</p>				<p>25% of juniors are recognized as "college ready" or "conditionally college ready" on the EAP exams in ELA or Mathematics.</p>	<p>30% of juniors are recognized as "college ready" or "conditionally college ready" on the EAP exams in ELA or Mathematics.</p>	<p>35% of juniors are recognized as "college ready" or "conditionally college ready" on the EAP exams in ELA or Mathematics.</p>
<p>Percent of schools administering local benchmark testing in core subject areas at least three times a year. (Year 1 only)</p>				<p>80% of 9-12 class cohort graduate from high school.</p>	<p>90% of 9-12 class cohort graduate from high school.</p>	<p>95% of 9-12 class cohort graduate from high school.</p>
<p>Percent of students participating in the CAASPP. (Year 2 only)</p>				<p>80% of students in attendance daily, averaged.</p>	<p>85% of students in attendance daily, averaged.</p>	<p>90% of students in attendance daily, averaged.</p>
<p>Percent of</p>				<p>Fewer than 10% of students are suspended in the year.</p>	<p>Fewer than 7.5% of students are suspended in</p>	<p>Fewer than 5% of students are suspended in the year.</p>

students scoring proficient or advanced on the CAASPP. (Year 3 only)				Fewer than 1% of students are expelled in the year.	the year.	Fewer than 1% of students are expelled in the year.
Percent of students in intensive intervention programs who achieve grade level within two years of entering the intervention program.				55% of our students who participate in California's Physical Fitness Test test within the <i>Healthy Fitness Zone</i> .	60% of our students who participate in California's Physical Fitness Test test within the <i>Healthy Fitness Zone</i> .	65% of our students who participate in California's Physical Fitness Test test within the <i>Healthy Fitness Zone</i> .
Percent of graduates who meet the a-g entrance requirements.				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.	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.	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.
Percent of students who take the Advanced Placement exams who score a 3 or higher.				90% of English Learners are reclassified Fluent English Proficient within five years of initial enrollment.	90% of English Learners are reclassified Fluent English Proficient within four years of initial enrollment.	90% of English Learners are reclassified Fluent English Proficient within three years of initial enrollment.
Percent of sophomores who score proficient or advanced on the CAHSEE.				90% of graduates who are Ag Completers receive their State FFA Degree.	95% of graduates who are Ag Completers receive their State FFA Degree.	100% of graduates who are Ag Completers receive their State FFA Degree.
Percent of juniors who are recognized as "college ready" or "conditionally college ready" on the EAP exams in ELA or Mathematics.				25% of graduates have completed a Career Technical pathway.	30% of graduates have completed a Career Technical pathway.	30% of graduates have completed a Career Technical pathway.
Percent of 9-12 class cohort who graduate from high school.				60% of students	70% of students	70% of students

<p>attendance daily, averaged.</p> <p>Percent of students who are suspended in the year.</p> <p>Percent of students who are expelled in the year.</p> <p>Percent of our students who participate in California's Physical Fitness Test who test within the <i>Healthy Fitness Zone</i>.</p> <p>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.</p> <p>Percent of English Learners who are reclassified Fluent English Proficient within five years of initial enrollment.</p> <p>Percent of graduates who are Ag Completers and receive their State FFA Degree.</p> <p>Percent of graduates who have completed a Career Technical pathway.</p>					<p>participate in at least one extra- or co-curricular activity.</p>	<p>students participate in at least one extra- or co-curricular activity.</p>	<p>participate in at least one extra- or co-curricular activity.</p>	
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Percent of 9-12 students who participate in at least one extra- or co-curricular activity.								
<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-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 advance to</p>	All stakeholders are engaged in promoting a district culture where student success is realized, communicated, and celebrated.	All	All		<p>50% of subgroups represented on the County-District Advisory Committee (C-DAC) membership.</p> <p>Four C-DAC meetings and monthly SPJUSD Board of Trustees meetings are clearly indicated on the SPJUSD calendar 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 <i>Read, Review, and Recommend</i> Community</p>	<p>75% of subgroups represented on the County-District Advisory Committee (C-DAC) membership.</p> <p>Four C-DAC meetings and monthly SPJUSD Board of Trustees meetings are clearly indicated on the SPJUSD calendar 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 annual LCAP <i>Read, Review, and Recommend</i> Community</p>	<p>100% of subgroups represented on the County-District Advisory Committee (C-DAC) membership.</p> <p>Four C-DAC meetings and monthly SPJUSD Board of Trustees meetings are clearly indicated on the Sierra County Office of Education website.</p> <p>65% of parents return the annual School Climate Survey.</p> <p>90% of students return the annual School Climate Survey.</p> <p>75 stakeholders participate in the annual LCAP <i>Read, Review, and Recommend</i> Community</p>	<p>Parent involvement; Pupil engagement; School climate</p>

provide for inclusion of administrators, teachers, parents, students, and other advocates.

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.

Percent of subgroups represented on the County-District Advisory Committee (C-DAC).

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

Percent of parents returning the annual School Climate Survey.

Percent of students Grades

Forums.

Forums.

Forum.

<p>2-12 returning the annual School Climate Survey.</p> <p>Number of stakeholders participating in the two annual LCAP <i>Read, Review, and Recommend</i> Community Forums.</p>								
<p>Students and parents report that students feel emotionally and physically safe at school.</p> <p>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.</p> <p>Classrooms are attractive and provide adequate storage, furnishings, and technology to support student learning.</p> <p>Percent of students who feel "very safe" at school based on data from the latest administration of the California Healthy Kids Survey (CHKS).</p>	<p>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.</p>	<p>All</p>	<p>All</p>		<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</p>	<p>60% of students feel "very safe" at school based on data from the latest administration of the California Healthy Kids Survey (CHKS).</p> <p>4% or fewer students have been suspended or expelled because of a physically violent act.</p> <p>60% of parents and students return School Climate Surveys with overall positive responses.</p> <p>100% of schools scored Good or Exemplary on the annual Facilities Inspection Tool (FIT).</p> <p>Evidence</p>	<p>70% of students feel "very safe" at school based on data from the latest administration of the California Healthy Kids Survey (CHKS).</p> <p>3% or fewer students have been suspended or expelled because of a physically violent act.</p> <p>70% of parents and students return School Climate Surveys with overall positive responses.</p> <p>100% of schools scored Good or Exemplary on the annual Facilities Inspection Tool (FIT).</p> <p>Evidence</p>	<p>Pupil achievement; Pupil engagement; School climate Clean, safe facilities.</p>

<p>Percent of students who have been suspended or expelled because of a physically violent act.</p> <p>Percent of parents and students with positive responses on School Climate Surveys.</p> <p>Percent of schools scoring Good or Exemplary on the annual Facilities Inspection Tool (FIT).</p> <p>Evidence in district budget of savings for facility contingencies.</p> <p>Evidence in district budget of funding for replacement of classroom furniture, fixtures, and technology.</p>					<p>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>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>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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### 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 (I identify specific state priority. For districts and COEs, <u>all priorities in statute must be included and identified</u> ; 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	Development of a five-year textbook adoption plan proposed by Sierra-Plumas Teachers' Association and approved by the SPJUSD Board.	LEA-Wide		Stipend: \$2,000 Funding Source: Unrestricted General Funds		
All students receive instruction and services to support their intellectual, social, emotional, and physical development.	Basic; Implementation of State Standards; Course access	Purchase of textbooks and instructional materials and development of updated course outlines to align with CCCSS in accordance with the five-year adoption plan.	LEA-Wide		Purchase textbooks and instructional materials: \$86,000 Funding Source: NonProp Lottery, Common Core Funds, and Unrestricted General Funds	Purchase textbooks and instructional materials: \$35,000 Funding Source: NonProp Lottery, Common Core Funds, and Unrestricted General Funds	Purchase textbooks and instructional materials: \$35,000 Funding Source: NonProp Lottery, Common Core Funds, and Unrestricted General Funds
All students receive instruction and services to support their intellectual, social, emotional, and physical	Basic; Implementation of State Standards; Course access	Fund a Title I Teacher to provide services to all students at Loyalton Elementary School who need support in core academic areas.	School-Wide		.3 FTE Credentialed Teacher Salary and Benefits: \$15,000 Funding Source: Title I Note: Additional FTE time - see supplemental	.3 FTE Credentialed Teacher Salary and Benefits: \$15,000 Funding Source: Title I Note: Additional FTE time - see supplemental	.3 FTE Credentialed Teacher Salary and Benefits: \$15,000 Funding Source: Title I Note: Additional FTE time - see supplemental

development.					section for funding.	section for funding.	section for funding.
All students receive instruction and services to support their intellectual, social, emotional, and physical development.	Basic; Implementation of State Standards; Course access	Fund Title I Instructional Aide positions at each school site in the district to provide support for students in core academic subjects.	LEA-Wide		Classified Salary and Benefits: \$40,000 Funding Source: Title I	Classified Salary and Benefits: \$40,000 Funding Source: Title I	Classified Salary and Benefits: \$40,000 Funding Source: Title I
All students receive instruction and services to support their intellectual, social, emotional, and physical development.	Basic; Implementation of State Standards; Course access	Fund English Language Learners Aides to provide support in core academic subjects and language acquisition.	LEA-Wide		Classified Salary and Benefits: \$25,000 Funding Source: English Learners Note: Years 2 & 3 will be funded with supplement funds.		
All students receive instruction and services to support their intellectual, social, emotional, and physical development.	Basic; Implementation of State Standards; Course access	Provide Career Technical Education courses for students in grades 7-11 and fund extended summer contract for Agriculture teacher.	School-Wide		Credentialed Teacher, Material & Supplies: \$55,000 Funding Source: Unrestricted General Funds Note: Agriculture Program	Credentialed Teacher, Material & Supplies: \$57,000 Funding Source: Unrestricted General Funds Note: Agriculture Program	Credentialed Teacher, Material & Supplies: \$60,000 Funding Source: Unrestricted General Funds Note: Agriculture Program
All students receive instruction and services to support their intellectual, social, emotional, and physical development.	Basic; Implementation of State Standards; Course access	Support co- and extra-curricular activities.	LEA-Wide		Transportation, Substitutes, Stipends, Per Diem: \$72,000 Funding Source: Non-prop Lottery and Unrestricted General Funds Note: Athletics and Class/Club Field Trips	Transportation, Substitutes, Stipends, Per Diem: \$73,000 Funding Source: Non-prop Lottery and Unrestricted General Funds Note: Athletics and Class/Club Field Trips	Transportation, Substitutes, Stipends, Per Diem: \$74,000 Funding Source: Non-prop Lottery and Unrestricted General Funds Note: Athletics and Class/Club Field Trips
All students receive instruction and services to support their	Basic; Implementation of State Standards; Course access	Fund a partial full-time-equivalent teacher for Visual and Performing	School-Wide		Salary and Benefits: \$30,000 Funding Source: Unrestricted General Funds	Salary and Benefits: \$30,000 Funding Source: Unrestricted General Funds	Salary and Benefits: \$30,000 Funding Source: Unrestricted General Funds

intellectual, social, emotional, and physical development.		Arts (VAPA) instruction in grades 7-12.					
All students receive instruction and services to support their intellectual, social, emotional, and physical development.	Basic; Implementation of State Standards; Course access	Fund Art Specialist to work in grades K-6 at Loyalton Elementary School.	School-Wide		Salary and Benefits, Materials and Supplies: \$15,000 Funding Source: Unrestricted General Funds	Salary and Benefits, Materials and Supplies: \$15,000 Funding Source: Unrestricted General Funds	Salary and Benefits, Materials and Supplies: \$15,000 Funding Source: Unrestricted General Funds
All students receive instruction and services to support their intellectual, social, emotional, and physical development.	Basic; Implementation of State Standards; Course access	Consider hiring a credentialed PE instructor to serve all students.	LEA-Wide				
All students receive instruction and services to support their intellectual, social, emotional, and physical development.	Basic; Implementation of State Standards; Course access	Fund instructors, course materials, and supplies for Sierra Pass Continuation High School and an on-line Independent Study Program.	LEA-Wide		Instructor, Instructional Aide, Course Materials, On-Line Vendor: \$145,000 Funding Source: Unrestricted General Funds Note: K-12 ISP, Sierra Pass Continuation	Instructor, Instructional Aide, Course Materials, On-Line Vendor: \$145,000 Funding Source: Unrestricted General Funds Note: K-12 ISP, Sierra Pass Continuation	Instructor, Instructional Aide, Course Materials, On-Line Vendor: \$146,500 Funding Source: Unrestricted General Funds Note: K-12 ISP, Sierra Pass Continuation
All students receive instruction and services to support their intellectual, social, emotional, and physical development.	Basic; Implementation of State Standards; Course access	Fund a Curriculum Coordinator to oversee development of updated course outlines and adoption of textbooks and instructional materials to align courses with CCCSS.	LEA-Wide				

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; Pupil engagement	Fund professional development activities for local program, NCLB compliance requirements, travel and conference to remote professional development locations.	LEA-Wide		Substitutes, Conferences, Per Diem, Exams, Certificated Extra Days Salary & Benefits: \$30,600 Funding Source: Federal Funds	Substitutes, Conferences, Per Diem, Exams, Certificated Extra Days Salary & Benefits: \$9,900 Funding Source: Federal Funds	Substitutes, Conferences, Per Diem, Exams, Certificated Extra Days Salary & Benefits: \$9,300 Funding Source: Federal Funds
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; Pupil engagement	Fund the development and scoring of a district wide writing assessment to be administered at least three times a year.	LEA-Wide		Benchmark Testing Software Programs: \$10,000 Funding Source: Federal Funds Note: Currently using STAR Reading/STAR Math and Report Writer software.	Benchmark Testing Software Programs: \$10,000 Funding Source: Federal Funds Note: Currently using STAR Reading/STAR Math and Report Writer software.	Benchmark Testing Software Programs: \$10,000 Funding Source: Federal Funds Note: Currently using STAR Reading/STAR Math and Report Writer software.
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; Pupil engagement	Provide sections for remedial and enrichment courses in the high schools (7-12) class schedule.	School-Wide		Certificated Salary and Benefits, Class Materials and Supplies: \$175,000 Funding Source: Unrestricted General Funds Note: Advanced Placement (AP), CAHSEE Prep, remedial core subjects, and a reading flex period, approximately 2 FTE at LHS & DJrSrH	Certificated Salary and Benefits, Class Materials and Supplies: \$175,000 Funding Source: Unrestricted General Funds Note: Advanced Placement (AP), CAHSEE Prep, remedial core subjects, and a reading flex period, approximately 2 FTE at LHS & DJrSrH	Certificated Salary and Benefits, Class Materials and Supplies: \$175,000 Funding Source: Unrestricted General Funds Note: Advanced Placement (AP), CAHSEE Prep, remedial core subjects, and a reading flex period, approximately 2 FTE at LHS & DJrSrH
All students engage in a rigorous curriculum and acquire the knowledge,	Pupil achievement; Other pupil outcomes; Pupil engagement	Fund testing programs for core subject areas and physical education.	LEA-Wide				

critical thinking skills, and characteristics needed for success in college, career, and life.							
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; Pupil engagement	Fund an Academic Adviser for 9-12 students to assist them in meeting academic needs according to their future plans.	School-Wide		Credentialed Salaries and Benefits: \$14,000 Funding Source: Unrestricted General Funds	Credentialed Salaries and Benefits: \$14,000 Funding Source: Unrestricted General Funds	Credentialed Salaries and Benefits: \$14,000 Funding Source: Unrestricted General Funds
All stakeholders are engaged in promoting a district culture where student success is realized, communicated, and celebrated.	Parent involvement; Pupil engagement; School climate	Administer student/parent school climate and other parent engagement surveys. Publicize results. Schedule community forum meetings to discuss outcome of surveys and to prioritize and gather input for future LCAPs. Explore ways to retain C-DAC members.	LEA-Wide		Consultant, materials, advertisement: \$750 Funding Source: Unrestricted General Funds Note: Expenses to be shared with Sierra COE	Consultant, materials, advertisement: \$750 Funding Source: Unrestricted General Funds Note: Expenses to be shared with Sierra COE	Consultant, materials, advertisement: \$750 Funding Source: Unrestricted General Funds Note: Expenses to be shared with Sierra COE
All schools and facilities are accessible, safe, and healthy places for students, staff, and community; and all classrooms are designed and furnished for	Pupil achievement; Pupil engagement; School climate Clean, safe facilities.	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	LEA-Wide		Maintenance and Custodial Salary and Benefits, training, supplies, repairs: \$687,647 Funding Source: Unrestricted General Funds Note: All costs associated with	Maintenance and Custodial Salary and Benefits, training, supplies, repairs: \$704,325 Funding Source: Unrestricted General Funds Note: All costs associated with	Maintenance and Custodial Salary and Benefits, training, supplies, repairs: \$712,337 Funding Source: Unrestricted General Funds Note: All costs associated with

optimal learning.		students and staff.			maintaining schools.	maintaining schools.	maintaining schools.
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.	Pupil achievement; Pupil engagement; School climate Clean, safe facilities.	Fund training for students and staff in programs that promote school climate and student safety.	LEA-Wide				
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.	Pupil achievement; Pupil engagement; School climate Clean, safe facilities.	Develop a three-to five-year facility plan to address major repairs and maintenance projects.	LEA-Wide		Facility Capital Outlay: \$350,000 Funding Source: Unrestricted General Funds to Fund 40 and Prop 39 for energy efficient projects Note: Year 1 (2014-15): Resurface/Repair LHS parking lot, including water drainage. Exterior painting of Downieville school. Energy efficient projects to be determined. Years 2 & 3: projects to be determined.	Facility Capital Outlay: \$105,000 Funding Source: Unrestricted General Funds to Fund 40 and Prop 39 for energy efficient projects Note: Year 1 (2014-15): Resurface/Repair LHS parking lot, including water drainage. Exterior painting of Downieville school. Energy efficient projects to be determined. Years 2 & 3: projects to be determined.	Facility Capital Outlay: \$105,000 Funding Source: Unrestricted General Funds to Fund 40 and Prop 39 for energy efficient projects Note: Year 1 (2014-15): Resurface/Repair LHS parking lot, including water drainage. Exterior painting of Downieville school. Energy efficient projects to be determined. Years 2 & 3: projects to be determined.
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.	Pupil achievement; Pupil engagement; School climate Clean, safe facilities.	Develop a plan to replace classroom furnishings and technology on a regular basis and budget accordingly.	LEA-Wide				

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
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; Pupil engagement	Low income pupils; Foster youth; English learners; Redesignated fluent English proficient pupils: Fund intensive intervention instruction for students in grades K-12 ELA and mathematics.	County-Wide		Intervention Teacher and Instructional Aides Salary & Benefits: \$95,000 Funding Source: Unrestricted General Funds, Supplemental Funds, encroachment to Title I Note: Backfill Title I for the new intervention teacher position,	Intervention Teacher and Instructional Aides Salary & Benefits: \$96,000 Funding Source: Unrestricted General Funds, Supplemental Funds, encroachment to Title I Note: Backfill Title I for the new intervention teacher position,	Intervention Teacher and Instructional Aides Salary & Benefits: \$96,000 Funding Source: Unrestricted General Funds, Supplemental Funds, encroachment to Title I Note: Backfill Title I for the new intervention teacher position,



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.)

The LEA's unduplicated percentage for all three years is approximately 49%. The district is funding a new intervention teacher to work with our unduplicated student population and is continuing to fund instructional aides.

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.

Students will receive one on one or group instructional services.

Fiscal Year	Gap Funding	MMP
2014-2015:	28.05%	2.75%
2015-2016:	33.95%	2.33%
2016-2017	21.67%	1.48%

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.