

Introduction:**Introduction:****LEA: Sierra County Office of Education****Contact: Merrill Grant, Superintendent mgrant@spjUSD.org 530-993-1660 ext *837 LCAP Year: 2016-2017*****Local Control and Accountability Plan and Annual Update Template***

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

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

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

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

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans

(including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative

response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

Parental involvement: efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in

programs for unduplicated pupils and special need subgroups. (Priority 3)

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

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

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Contact: Merrill Grant, Superintendent, mgrant@spjUSD.org, (530)993-1660

LCAP Year: 2016-17

Local Control and Accountability plan and Annual Update Template

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Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP

An extensive review of documents written with wide stakeholder involvement including Single Plans for Student Achievement, WASC Reports and annual updates, Local Education Accountability Plans, Strategic Plans, Board Goals, and the results of the most recent California Healthy Kids Survey (CHKS) provided the basis for our original LCAP goals and actions.

In addition, three Community Forums, one in Downieville, one at Loyalton Elementary, and one at Loyalton High School, were held to provide opportunities for public feedback. The Community Forums were widely attended by members of the local bargaining units including the current officer team. In addition, parents, teachers, classified staff members, and students were present at each of the meetings. Because of our small population, we have opportunities to meet with stakeholders throughout the year informally at school and community events. We have stakeholders representing both sides of our county who regularly attend monthly board meetings. These stakeholders include certificated and classified staff, parents, students, school administrators, and members/officers of the bargaining unit. School Site Councils are active and represent a cross section of our student population; secondary-level councils include student representatives. Other required members of Site Councils include teachers, parents, and classified staff. Efforts are made to include representation of student subgroups within Site Council membership. Meetings with foster parents allow for continued input from this subgroup. Meetings with our Resource Specialist and SELPA Director provided feedback regarding services to students with disabilities.

A public hearing on our proposed LCAP was held at the May 10, 2016, Sierra County Office of Education Board Meeting. As this plan is updated and revised, stakeholder involvement will be sought and focused at various levels and in multiple communities served by the Sierra County Office of Education.

Stakeholders receive meaningful data through involvement in district committees, by request, or through media resources and are provided with multiple means of formal and informal communication with the county personnel who work on the annual LCAP revisions and updates.

Foster Youth Stakeholders: County child welfare and probation departments and county office of education foster youth services; current and former foster youth; court-appointed education rights holders and foster youth caregivers; other advocates and services providers working

Resource Specialists employed by our County continue to agree that LCAP goals are addressing the needs of students who have been identified with disabilities. Because of their input we continue to address the goal that all students, including those with disabilities, be placed in the least restrictive learning environment and the broadest course of study available to them while still meeting their learning needs.

Although we have not had any expulsions in recent years, discussions regarding the potential need for alternative placements for middle school students have led to recognition of the need for an alternative program that would be appropriate for students who are too young for a traditional continuation school setting. Site Council input continues to impact our LCAP goals through their approval of the Single Plans for Student Achievement. New classroom furniture was purchased this year at the recommendation of the students and teachers on the Site Councils. The district has stated that they will continue to provide 21st Century learning environments. Recommendations from Site Councils also continue to support the district's goal to provide one-to-one computing for Grades 2-12 in 2015-16. School grounds and facilities remain on community and Site Council lists of needs so the district continues to work on maintaining schools that reflect the positive school culture we enjoy in our small district.

Personal contact with our foster parents confirmed that current enrollment procedures for parents bringing foster children to our schools are adequate and that students and parents feel welcomed and that students are able to quickly gain access to classrooms and services.

Coordination of services for foster youth between juvenile courts, child welfare agencies, and other public schools has not been an issue because we are all well acquainted with each other and have continuous, close communication as needed. Our schools are part of a system that is in place to maximize sharing of information needed to serve the educational needs of foster youth and to minimize changes in school placement.

<p>with foster youth.</p>	
<p>Annual Update:</p> <p>Annual Update:</p> <p>Given additional time to prepare for the LCAP, a more focused effort was made to gain wider community/county input from a larger stakeholder group. The Superintendent has extended his involvement in a variety of city and county organizations expanding his availability to the public and welcoming input from a wider population than in previous years. This effort resulted in more coordinated feedback and support for our local public schools. This effort resulted in more coordinated feedback and support for Sierra County Office of Education.</p> <p>The County will continue to support the Community Forums each year to obtain input to the LCAP from all stakeholders at each of our school sites. These community forums are well attended and provide a relaxed arena in which the public can provide input regarding what they would like to see happening at the schools.</p> <p>Sierra County Health and Human services continues to provide three members on the School Attendance Review Board (SARB) to provide for ongoing discussions of meeting student needs as they arise.</p> <p>Administrators at each school site maintain a working relationship with the juvenile court system and law enforcement through participation on monthly SARB meetings. The primary goal is to coordinate services for district students to allow them to achieve their academic potential.</p>	<p>Annual Update:</p> <p>Annual Update:</p> <p>Spending is focused on support for previous goals and an expansion of priorities noted by stakeholder groups such as one-to-one technology for grades 2-12, continued funding for updated facilities and classroom furnishings, PLC time spent in professional development related to the English Language Development state standards, increased participation in funding athletic transportation, and increased budgeting for student field trips.</p> <p>In addition to the counseling services being offered by the district psychologist, counseling services with contracted counselors from Sierra County Mental Health have been added to help with students' behavioral and academic support at all school sites.</p> <p>This year we have added after school tutoring to be provided by credentialed teachers at each school site to help support students' academic needs. The county is also financially supporting a late bus to transport those children attending tutoring that live outside of walking distance to their home school.</p> <p>The Sierra County Office of Education provides training to school staff and school secretaries to allow for foster children to receive services as needed, to enroll quickly into a broad course of study, and to receive other services provided by the County as needed to succeed. Services include special education referrals or support, speech therapy, occupational therapy, adaptive physical education support, and counseling. There is a coordination of services throughout the county including child welfare, the juvenile court system, probation, and the schools to provide for foster youth and to support students to avoid expulsions.</p>

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

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the

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

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

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

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

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

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Actions/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions,

including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL:	Foster and expelled students receive instruction and services to support their intellectual, social, emotional, and physical development.	Related State and/or Local Priorities: _1 _2 _3 X 4 _5 _6 X 7 X 8 COE only: X 9 X 10 Local: N/A
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Identified Need:	<p>We review each year if we in fact had any expelled students and determine that expelled students need to have alternate pathways and services available. This is an ongoing review.</p> <p>Each year we review that foster youth are identified and that they are receiving coordination of services between schools, schools and local agencies serving foster youth, and schools and the court system.</p> <p>We review each year with our school registrars to determine if they have adequate training to comply with enrollment of foster youth at their schools.</p> <p>We have reviewed our staffing and found that our schools need to identify and train an instructional aide as an academic mentor/coach to check regularly with foster students regarding their academic progress.</p>		
Goal Applies to:	Schools:	All	
	Grades:	All	
	Applicable Pupil Subgroups:	Foster Youth, Other (Expelled Students)	
LCAP Year 1			
Expected Annual Measurable Outcomes:	<p>96% of expelled students will meet their academic needs through alternative pathways.</p> <p>96% of foster parents will indicate that foster youth are being served appropriately.</p> <p>92% of school registrars will be trained to meet enrollment and withdrawal requirements of foster youth including efficient expeditious transfer of health and education records and the health and education passport.</p> <p>92% of school administrators will work closely with school secretaries to ensure that requests from the juvenile court and/or county child welfare agencies for information regarding delivery and coordination of educational services for foster youth be quickly and efficiently communicated between agencies.</p> <p>85% of schools will have identified and trained an instructional aide to serve as an academic mentor/coach to foster students.</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

Continue to support Visual and Performing Arts (VAPA) in all schools. Provide matching funds for <i>Artists in the Schools</i> Grant provided through Sierra County Arts Council. Grant funds are used at all school sites except Sierra Pass Continuation High School.	All Grades: All	_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless X Other (expelled students)	\$ 5,000 Forest Reserve Revenue, Unrestrict Resource 0000
Continue to support Career Technical Education in grades 7-12 through employment of Construction/Woodshop teacher and Career Specialist and by funding supplies for greenhouses and construction classes.	Downieville Jr/Sr High School Loyalton High School Grades: 7th, 8th, 9th, 10th, 11th, 12th	_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless X Other (expelled students)	\$ 57,000 LCFF Base, EPA Resource 1400
Continue to expand Career Technical Education opportunities and pathways by expanding use of greenhouses and garden programs to K-12 Science, health, and sustainable agriculture projects.	All Grades: All	_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless X Other (expelled students)	\$ 7,000 LCFF Base, EPA Resource 1400
Continue to have Foster Youth Service Coordinator handle annual staff training and establish a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.	All Grades: All	_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless X Other (expelled students)	\$ 2,000 Foster Youth Program, Resource 7366

<p>Provide certificated and classified staff for students with Individualized Education Programs (IEPs), provide a School Psychologist for all students as needed, and provide contracted services as needed for students with IEPs.</p>	<p>All Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other (expelled students)</p>	<p>\$664,000 Federal Resources 3315 & 3320, State Spec Ed Resource 6500, and LCFF Base</p>
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LCAP Year 2

<p>Expected Annual Measurable Outcomes:</p>	<p>97% of expelled students will meet their academic needs through alternative pathways.</p> <p>97% of foster parents will indicate that foster youth are being served appropriately.</p> <p>94% of school registrars will be trained to meet enrollment and withdrawal requirements of foster youth including efficient expeditious transfer of health and education records and the health and education passport.</p> <p>94% of school administrators will work closely with school secretaries to ensure that requests from the juvenile court and/or county child welfare agencies for information regarding delivery and coordination of educational services for foster youth be quickly and efficiently communicated between agencies.</p> <p>90% of schools will have identified and trained an instructional aide to serve as an academic mentor/coach to foster students.</p>
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<p align="center">Actions/Services</p>	<p align="center">Scope of Service</p>	<p align="center">Pupils to be served within identified scope of service</p>	<p align="center">Budgeted Expenditures</p>
<p>Continue to support Visual and Performing Arts (VAPA) in all schools. Provide matching funds for <i>Artists in the Schools</i> Grant provided through Sierra County Arts Council. Grant funds are used at all school sites except Sierra Pass Continuation High School.</p>	<p>All Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other (expelled students)</p>	<p>\$ 5,000 Forest Reserve Revenue, Unrestricted 0000</p>

<p>Continue to support Career Technical Education in grades 7-12 through employment of Construction/Woodshop teacher and Career Specialist and by funding supplies for greenhouses and construction classes.</p>	<p>Downieville Jr/Sr High School Loyalton High School Grades: 7th, 8th, 9th, 10th, 11th, 12th</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other (expelled students)</p>	<p>\$ 59,000 LCFF Base resource 0000</p>
<p>Continue to expand Career Technical Education opportunities and pathways by expanding use of greenhouses and garden programs to K-12 Science, health, and sustainable agriculture projects.</p>	<p>All Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other (expelled students)</p>	<p>\$ 7,000 LCFF Base Resource 0000</p>
<p>Continue to have Foster Youth Service Coordinator handle annual staff training and establish a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.</p>	<p>All Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other (expelled students)</p>	<p>\$ 2,000 Foster Youth Grant Resource 7366</p>
<p>Provide certificated and classified staff for students with Individualized Education Programs (IEPs), provide a School Psychologist for all students as needed, and provide contracted services as needed for students with IEPs.</p>	<p>All Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other (expelled students)</p>	<p>\$678,000 Federal Resources 3315, 3320, State Spec Ed Resource 6500, LCFF Base</p>

LCAP Year 3

Expected Annual Measurable Outcomes:	<p>97% of expelled students will meet their academic needs through alternative pathways.</p> <p>98% of foster parents will indicate that foster youth are being served appropriately.</p> <p>95% of school registrars will be trained to meet enrollment and withdrawal requirements of foster youth including efficient expeditious transfer of health and education records and the health and education passport.</p> <p>95% of school administrators will work closely with school secretaries to ensure that requests from the juvenile court and/or county child welfare agencies for information regarding delivery and coordination of educational services for foster youth be quickly and efficiently communicated between agencies.</p> <p>92% of schools will have identified and trained an instructional aide to serve as an academic mentor/coach to foster students.</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to support Visual and Performing Arts (VAPA) in all schools. Provide matching funds for <i>Artists in the Schools</i> Grant provided through Sierra County Arts Council. Grant funds are used at all school sites except Sierras Pass Continuation High School.	All Grades: All	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input checked="" type="checkbox"/> Other (expelled students)</p>	<p>\$ 5,000</p> <p>Forest Reserve Revenue, Unrestricted Resource 0000</p>
Continue to support Career Technical Education in grades 7-12 through employment of Construction/Woodshop teacher and Career Specialist and by funding supplies for greenhouses and construction classes.	Loyalton High School Downieville Junior/Senior High School Grades: 7th, 8th, 9th, 10th, 11th, 12th	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input checked="" type="checkbox"/> Other (expelled students)</p>	<p>\$ 59,000</p> <p>LCFF Base Resource 0000</p>

Continue to expand Career Technical Education opportunities and pathways by expanding use of greenhouses and garden programs to K-12 Science, health, and sustainable agriculture projects.	All Grades: All	<input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other (expelled students)	\$ 7,000 LCFF Base Resource 0000
Continue to have Foster Youth Service Coordinator handle annual staff training and maintain a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.	All Grades: All	<input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other (expelled students)	\$ 2,000 Foster Youth Grant Resource 7366
Provide certificated and classified staff for students with Individualized Education Programs (IEPs), provide a School Psychologist for all students as needed, and provide contracted services as needed for students with IEPs.	All Grades: All	<input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other (expelled students)	\$678,000 Federal Resources 3315, 3320, State Spec Ed Resource 6500, LCFF Base

GOAL:	Foster and expelled students engage in a rigorous curriculum and acquire the knowledge, critical thinking skills, and characteristics needed for success in college, career, and life.	Related State and/or Local Priorities: _1 X 2 _3 _4 X 5 X 6 X 7 X 8 COE only: X 9 _ 10 Local: N/A
Identified Need:	<p>We have reviewed that our foster and expelled students who need intensive intervention in ELA or mathematics are getting access to instruction using adopted intervention curriculum. We have found a need that will deliver these services.</p> <p>We are constantly reviewing our physical education program to make sure that our foster and expelled students are participating 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>We review each year to determine if our foster youth are receiving funding for participation in advanced placement courses, athletics, and extra-curricular activities. This is an ongoing review and need to make sure this is happening.</p> <p>We review each year the health courses that our foster and expelled students in Kindergarten through Grade 9 are receiving and have determined that their is a need for better instruction in health that is aligned with the State Standards and County-adopted health curriculum.</p>	
Goal Applies to:	Schools: All Grades: All	Applicable Pupil Subgroups: Foster Youth, Other (Expelled Students)
LCAP Year 1		

Expected Annual Measurable Outcomes:	<p>87% or more of foster students will be in attendance daily, averaged over the year.</p> <p>87% or more of expelled students will make adequate progress toward graduation in alternative settings.</p> <p>4% or fewer of students will be expelled during the year.</p> <p>96% of foster students will demonstrate mastery of the academic skills needed for promotion to the next grade level at the end of the year.</p> <p>87% of foster and expelled students in grades K-9 will receive instruction in health using the adopted curriculum.</p> <p>85% of foster youth and expelled students will participate in a physical education program.</p> <p>65% of foster students in grades 9-12 will participate in athletics or extra-curricular activities.</p> <p>85% of foster and expelled students who need intensive intervention in ELA or mathematics will be enrolled in a qualified intervention program.</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Professional Learning Community (PLC) activities are scheduled in the school calendar. Certificated staff attend professional development programs/conferences.</p>	<p>All Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other (Expelled Students)</p>	<p>\$ 2,500 RSDSS Rescouce 3020</p>

<p>Continue to fund instructional aides to work with exceptional need students.</p>	<p>All Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other (Expelled Students)</p>	<p>\$ 69,000 Federal Resources 3310 and 3320, State Special Ed Resource 6500 and Foster Youth Resource 7366</p>
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LCAP Year 2

<p>Expected Annual Measurable Outcomes:</p>	<p>90% or more of foster students will be in attendance daily, averaged over the year.</p> <p>90% or more of expelled students will make adequate progress toward graduation in alternative settings.</p> <p>3% or fewer of students will be expelled during the year.</p> <p>97% of foster students will demonstrate mastery of the academic skills needed for promotion to the next grade level at the end of the year.</p> <p>90% of foster and expelled students in grades K-9 will receive instruction in health using the adopted curriculum.</p> <p>90% of foster youth and expelled students will participate in a physical education program.</p> <p>70% of foster students in grades 9-12 will participate in athletics or extra-curricular activities.</p> <p>90% of foster and expelled students who need intensive intervention in ELA or mathematics will be enrolled in a qualified intervention program.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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<p>Professional Learning Community (PLC) activities are scheduled in the school calendar. Certificated staff attend professional development programs/conferences.</p>	<p>All Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other (Expelled Students)</p>	<p>\$ 2,500 RSDSS Rescouce 3020</p>
<p>Continue to fund instructional aides to work with exceptional need students.</p>	<p>All Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other (Expelled Students)</p>	<p>\$ 77,000 Federal Resources 3310 and 3320, State Special Ed Resource 6500 and Foster Youth Resource 7366</p>

LCAP Year 3

<p>Expected Annual Measurable Outcomes:</p>	<p>90% or more of foster students will be in attendance daily, averaged over the year.</p> <p>93% or more of expelled students will make adequate progress toward graduation in alternative settings.</p> <p>2% or fewer of students will be expelled during the year.</p> <p>97% of foster students will demonstrate mastery of the academic skills needed for promotion to the next grade level at the end of the year.</p> <p>93% of foster and expelled students in grades K-9 will receive instruction in health using the adopted curriculum.</p> <p>93% of foster youth and expelled students will participate in a physical education program.</p> <p>75% of foster students in grades 9-12 will participate in athletics or extra-curricular activities.</p> <p>95% of foster and expelled students who need intensive intervention in ELA or mathematics will be enrolled in a qualified intervention program.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Professional Learning Community (PLC) activities are scheduled in the school calendar. Certificated staff will attend professional development programs/conferences.	All Grades: All	<input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other (expelled Students)	\$ 2,500 RSDSS Rescource 3020
Continue to fund instructional aides to work with exceptional need students.	All Grades: All	<input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	\$ 77,000 Federal Resources 3310 and 3320, State Special Ed Resource 6500 and Foster Youth Resource 7366

GOAL:	All stakeholders are involved in promoting a district culture where foster youth and expelled students realize success and that success is communicated and celebrated.		Related State and/or Local Priorities: _1 _2 _3 _4 _5 _6 _7 _8 COE only: X 9 X 10 Local: N/A
Identified Need:	<p>We review who our stakeholder representation is and found that we are in need of a broader representation when planning, writing, and editing the LCAP.</p> <p>We review who our stakeholders are that are actively involved in the school improvement process and in promotion of the schools and found that we need a broader stakeholder representation.</p> <p>In reviewing what our foster youth coordinator is doing in regard to the needs to gather available resources to support the county child welfare agency in any way that will minimize changes in school placement of foster youth, we find that we need to improve this area.</p> <p>After reviewing what is happening in regard to why training is happening with our county staff we found that County staff need to be trained each year in California Education Code related to foster youth and expelled students to ensure that coordinated services are provided.</p>		
Goal Applies to:	Schools:	All	
		Grades: All	
	Applicable Pupil Subgroups:	Foster Youth, Other (Expelled Students)	
LCAP Year 1			
Expected Annual Measurable Outcomes:	<p>60 stakeholders will attend one of three annual Community Forums to provide input for the LCAP.</p> <p>96% of County staff will receive training related to coordinated services for foster youth and expelled students and will gain information and tools to minimize changes in school placement of foster youth.</p>		
Actions/Services		Scope of Service	Pupils to be served within identified scope of service
			Budgeted Expenditures

<p>Continue to promote and host Community Forums, maintain County website, contract for telecommunications equipment and services, and provide for communication with stakeholders.</p>	<p>All Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other (expelled students)</p>	<p>\$120,000 LCFF Base Resource 0000, Forest Reserves Revenue Unrestricted Resource 0000</p>
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LCAP Year 2

<p>Expected Annual Measurable Outcomes:</p>	<p>70 stakeholders will attend one of three annual Community Forums to provide input for the LCAP. 97% of County staff will receive training related to coordinated services for foster youth and expelled students and will gain information and tools to minimize changes in school placement of foster youth.</p>
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<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>Continue to promote and host Community Forums, maintain County website, contract for telecommunications equipment and services, and provide for communication with stakeholders.</p>	<p>All Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other (expelled students)</p>	<p>\$120,000 LCFF Base Resource 0000, Forest Reserves Revenue Unrestricted Resource 0000</p>

LCAP Year 3

<p>Expected Annual Measurable Outcomes:</p>	<p>75 stakeholders will attend one of three annual Community Forums to provide input for the LCAP. 98% of County staff will receive training related to coordinated services for foster youth and expelled students and will gain information and tools to minimize changes in school placement of foster youth.</p>
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<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
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<p>Continue to promote and host Community Forums, maintain County website, contract for telecommunications equipment and services, and provide for communication with stakeholders.</p>	<p>AI Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other (expelled students)</p>	<p>\$120,000 LCFF Base Resource 0000, Forest Reserves Revenue Unrestricted Resource 0000</p>
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GOAL:	The educational outcomes of foster youth will mirror those of the general student population.		Related State and/or Local Priorities: _1 _2 _3 X4 X5 _6 X7 X8 COE only: _9 _10 Local: N/A
Identified Need:	After reviewing how Foster youth suffer from an educational achievement gap due to high school mobility, gaps in attendance, higher incidence of trauma and social/emotional issues, and lack of consistent adult involvement in their education, we have found a need to better monitor these needs among our Foster youth.		
Goal Applies to:	Schools:	All	
	Grades:	All	
	Applicable Pupil Subgroups:	Foster Youth	
LCAP Year 1			
Expected Annual Measurable Outcomes:	Gap between foster youth and general student population will decrease by 10% with regard to attendance rates; school discipline rates; standardized testing participation rates; standardized test scores; course passage rates with C or higher; A-G enrollment and passage rates; AP and CTE enrollment and passage rates; dropout rates; graduation rates.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
For foster youth: Establish policy and data infrastructure necessary to support and monitor educational success.	All Grades: All	_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	District-level liaison and oversight staff. Foster Youth Grant Resource 7366

<p>For Foster Youth: Allocate funds for tutoring and other academic supports; transportation; and costs for sports and extracurricular programs. (Phase in funding as LEA moves toward providing school counselor services to 100% fo foster youth.)</p>	<p>All Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Funds for transportation and priority access to tutoring, enrichment programs, sports and extracurricular activities (for at least 50% of foster youth.) Foster Youth Grant Resource 7366</p>
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LCAP Year 2

<p>Expected Annual Measurable Outcomes:</p>	<p>Gap between foster youth and general student poopulation will decrease by 20% with regard to attendance rates; school discipline rates; standardized testing participation rates; standardized test scores; course passage rates with C or higher; A-G enrollment and passage rates; AP and CTE enrollment and passage rates; dropout rates; graduation rates.</p>
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<p align="center">Actions/Services</p>	<p align="center">Scope of Service</p>	<p align="center">Pupils to be served within identified scope of service</p>	<p align="center">Budgeted Expenditures</p>
<p>For foster youth: Maintain policy and data infrastructure necessary to support and monitor educational success.</p>	<p>All Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>District level liaison and oversight staff. Foster Youth Grant Resource 7366</p>

<p>For foster youth: Allocate funds for academic supports and remediation; transportation; and costs for sports and extracurricular programs. (Phase in funding as LEA moves toward providing counselor support to 100% of foster youth).</p>	<p>All Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Funds for transportation and priority access to tutoring, enrichment programs, sports and extracurricular activities (for at least 75% of foster youth). Foster Youth Grant Resource 7366</p>
<p>For foster youth: Ensure LEA foster youth liaison (Ed Code 48853.5), district level oversight staff, school counseling staff have adequate time, knowledge, trauma-informed training, and resources to meet the needs of foster youth as described in Year 1 LCAP.</p>	<p>All Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>District-level liaison and oversight staff. Foster Youth Grant Resource 7366</p>
<p>LCAP Year 3</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>Gap between foster youth and general student population will decrease by 30% with regard to attendance rates; school discipline rates; standardized testing participation rates; standardized test scores; course passage rates with C or higher; A-G enrollment and passage rates; AP and CTE enrollment and passage rates; dropout rates; graduation rates.</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>

<p>For foster youth: Maintain policy and data infrastructure necessary to support and monitor educational success.</p>	<p>All Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>District-level liaison and oversight staff. Foster Youth Grant Resource 7366</p>
<p>For foster youth: Allocate funds for academic supports and remediation; transportation; and costs for sports and extracurricular programs. (Phase in funding as LEA moves toward providing counselor support to 100% of foster youth.</p>	<p>All Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Funds for transportation and priority access to tutoring, enrichment programs, sports and extracurricular activities (for at least 75% of foster youth). Foster Youth Grant Resource 7366</p>
<p>For foster youth: Ensure foster youth liaison (Ed Code 48853.5), district level oversight staff, school counselline staff have adequate time, knowledge, trauma-informed training, and resources to meet the needs of foster youth as described in Year 1 LCAP.</p>	<p>All Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>District-level liaison and oversight staff. Foster Youth Grant Resource 7366</p>

GOAL:	Decreased transfer of foster youth to continuation and other alternative schools and decreased school transfer of foster youth after a change in home placement.		Related State and/or Local Priorities: _1 _2 _3 _4 _5 _6 _7 _8 COE only: _9 X 10 Local: N/A
Identified Need:	After reviewing how school transfers are handled among our Foster youth experiencing a high rate of unnecessary and preventable school transfers due to changes in placement and due to transfers from comprehensive schools to alternative and continuation schools, we found that we have a need to continually monitor our foster youth and try to prevent the unnecessary and preventable school transfers.		
Goal Applies to:	Schools:	All	
	Grades:	All	
	Applicable Pupil Subgroups:	Foster Youth	
LCAP Year 1			
Expected Annual Measurable Outcomes:	District will have policies and MOUs regarding reducing foster youth school transfers, the infrastructure necessary to measure these metrics, and baseline data on these metrics.		
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service
	Budgeted Expenditures		

<p>Develop and implement policy ensuring:</p> <p>(a) At the time of any enrollment/disenrollment of a foster youth, there is a meaningful consideration of school of origin options with the education rights holder and the youth.</p> <p>(b) District data system tracks types of schools foster youth are enrolled in, reasons for enrollment, and how many youth remain enrolled in their school of origin after a home placement change.</p> <p>(c) District staff coordinate with county child welfare and probation agencies and COE FYS at time of any home placement change to ensure youth are placed within a reasonable distance of their school or origin whenever possible.</p> <p>(d) District allocates sufficient funds to meet transportation needs to allow foster youth to remain at school of origin.</p>	<p>All</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>District-level liaison and oversight staff.</p> <p>Funds for transportation when needed to allow foster youth to remain in school of origin.</p> <p>Foster Youth Grant Resource 7366</p>
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LCAP Year 2

<p>Expected Annual Measurable Outcomes:</p>	<p>10% decrease in the foster youth school transfer rate (transfers caused by change in placement and transfers to continuation/alternative schools).</p>
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<p align="center">Actions/Services</p>	<p align="center">Scope of Service</p>	<p align="center">Pupils to be served within identified scope of service</p>	<p align="center">Budgeted Expenditures</p>
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<p>Monitor implementation of policy described in Year 1 LCAP and track data on school transfers.</p>	<p>All Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>District-level liaison and oversight staff. Funds for transportation when needed to allow foster youth to remain in school of origin. Foster Youth Grant Resource 7366</p>	
<p>LCAP Year 3</p>				
<p>Expected Annual Measurable Outcomes:</p>	<p>20% decrease in the foster youth school transfer rate (transfers caused by change in placement and transfers to continuation/alternative schools).</p>			
<p>Actions/Services</p>		<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>Continue to monitor implementation of policy described in Year 1 LCAP and track data on school transfers.</p>	<p>All Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>District-level liaison and oversight staff. Foster Youth Grant Resource 7366</p>	

GOAL:	Transferring foster youth will be promptly enrolled in the appropriate school and classes and awarded credit for all work completed, including partial credits.		Related State and/or Local Priorities: _1 _2 _3 _4 _5 _6 _7 _8 COE only: _9 X 10 Local: N/A
Identified Need:	Each year we review how we handle transferring foster youth and found that we need to be diligent in reducing the delays in enrollment, delayed assignment to appropriate classes, and making sure that they are receiving appropriate partial credits. Training is crucial in this area.		
Goal Applies to:	Schools:	All	
		Grades: All	
	Applicable Pupil Subgroups:	Foster Youth	
LCAP Year 1			
Expected Annual Measurable Outcomes:	District will have policies and MOUs regarding promptly enrolling and awarding partial credit to transferring foster youth, the infrastructure necessary to measure these metrics, and baseline data on these metrics.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Develop and implement a policy ensuring:</p> <p>(a) Foster youth are immediately enrolled in their local comprehensive school unless an education rights holder agrees in writing that placement at an alternative school site is in the student's best interest, and are enrolled in the same/equivalent grade and classes.</p> <p>(b) Partial credits are immediately issued and accepted when foster youth transfer mid-semester, and the district's student information system allows for issuance of partial credits.</p> <p>(c) The district's data system collects aggregated data on the issuance/acceptance of partial credits.</p>	<p>All</p> <p>Grades: All</p>	<p>_ All</p> <p>-----</p> <p>X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>District-level liaison and oversight staff.</p> <p>Foster Youth Grant Resource 7366</p>

LCAP Year 2			
Expected Annual Measurable Outcomes:	District will have policies and MOUs regarding promptly enrolling and awarding partial credit to transferring foster youth, the infrastructure necessary to measure these metrics, and baseline data on these metrics.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Continue to maintain and implement a policy ensuring:</p> <p>(a) Foster youth are immediately enrolled in their local comprehensive school unless an education rights holder agrees in writing that placement at an alternative school site is in the student's best interest, and are enrolled in the same/equivalent grade and classes.</p> <p>(b) Partial credits are immediately issued and accepted when foster youth transfer mid-semester, and the district's student information system allows for issuance of partial credits.</p> <p>(c) The district's data system collects aggregated data on the issuance/acceptance of partial credits.</p>	<p>All</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>District-level liaison and oversight staff.</p> <p>Foster Youth Grant Resource 7366</p>
LCAP Year 3			
Expected Annual Measurable Outcomes:	District will have policies and MOUs regarding promptly enrolling and awarding partial credit to transferring foster youth, the infrastructure necessary to measure these metrics, and baseline data on these metrics.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

<p>Continue and maintain a policy ensuring:</p> <p>(a) Foster youth are immediately enrolled in their local comprehensive school unless an education rights holder agrees in writing that placement at an alternative school site is in the student's best interest, and are enrolled in the same/equivalent grade and classes.</p> <p>(b) Partial credits are immediately issued and accepted when foster youth transfer mid-semester, and the district's student information system allows for issuance of partial credits.</p> <p>(c) The district's data system collects aggregated data on the issuance/acceptance of partial credits.</p>	<p>All</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>district-level liaison and oversight staff</p> <p>Foster Youth Grant Resource 7366</p>
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GOAL:	Foster youth will receive a comprehensive education assessment and will receive any services or supports needed.		Related State and/or Local Priorities: _1 _2 _3 _4 _5 _6 _7 _8 COE only: _9 X 10 Local: N/A	
Identified Need:	After reviewing our foster youth population and evaluating how we handle their educational needs we found that because Foster Youth, due to high school mobility, often have their educational needs identified and addressed at a lower rate than more stable students, we need to put into place a process that addresses the need for assessments to determine educational needs.			
Goal Applies to:	Schools:	All		
		Grades: All		
	Applicable Pupil Subgroups:	Foster Youth		
LCAP Year 1				
Expected Annual Measurable Outcomes:	50% of all foster youth will receive a comprehensive education history and needs assessment and will receive any needed services or supports.			
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

<p>At least 50% of foster youth will receive educational case management from a designated counselor with the skills, time and training, including in trauma-informed strategies, necessary to fully meet the needs of foster youth. Foster youth counselors' caseloads should be limited to a number consistent with these responsibilities and recommended not to exceed 50.</p>	<p>All Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>District-level liaison and oversight staff; and sufficient school-site-level counselors to serve at least 50% of foster youth at ratio no higher than 1:50. Foster Youth Grant Resource 7366 Contracted Services</p>
<p>LCAP Year 2</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>60% of all foster youth will receive a comprehensive education history and needs assessment and will receive any needed services or supports.</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>

<p>At least 60% of foster youth will receive educational case management from a designated counselor with the skills, time and training, including in trauma-informed strategies, necessary to fully meet the needs of foster youth. Foster youth counselors' caseloads should be limited to a number consistent with these responsibilities and recommended not to exceed 50.</p>	<p>All Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>District-level liaison and oversight staff; and sufficient school-site-level counselors to serve at least 60% of foster youth at ratio no higher than 1:50. Foster Youth Grant Resource 7366 Contracted Services</p>
<p>LCAP Year 3</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>70% of all foster youth will receive a comprehensive education history and needs assessment and will receive any needed services or supports.</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>

<p>At least 70% of foster youth will receive educational case management from a designated counselor with the skills, time and training, including in trauma-informed strategies, necessary to fully meet the needs of foster youth. Foster youth counselors' caseloads should be limited to a number consistent with these responsibilities and recommended not to exceed 50.</p>	<p>All Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>District-level liaison and oversight staff; and sufficient school-site-level counselors to serve at least 70% of foster youth at ratio no higher than 1:50.</p> <p>Foster Youth Grant Resource 7366 Contracted Services</p>
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GOAL:	Foster youth will have access to academic and socio/emotional resources and supports on at least an equal basis as other students.		Related State and/or Local Priorities: _1 _2 _3 X 4 _5 _6 X 7 _8 COE only: _9 _10 Local: N/A
Identified Need:	After reviewing access to academic/socio-emotional resources of our Foster youth we found that we have a need to make sure that our Foster youth, due to high school mobility, will have access to academic and socio-emotional resources at the same rate as more stable students.		
Goal Applies to:	Schools:	All	
		Grades: All	
	Applicable Pupil Subgroups:	Foster Youth	
LCAP Year 1			
Expected Annual Measurable Outcomes:	Foster youth will participate in school-site and district level academic support programs (tutoring, afterschool and summer enrichment, etc.), socio-emotional supports (attendance monitoring and support, Positive Behavior Interventions and Supports, restorative justice and Social Emotional Learning, school-based health and mental health services, extracurricular activities and sports, etc.) at least at the same participation rate as the general student population.		
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service
			Budgeted Expenditures

<p>District-level and school site staff will track participation data and work with program staff to ensure foster youth have equal access to all academic and socio-emotional supports provided to students, including:</p> <p>(a) Tutoring & academic enrichment programs</p> <p>(b) Summer school/credit recovery</p> <p>(c) Academic Counseling</p> <p>(d) Positive Behavior Interventions and Supports, Restorative Justice, Social Emotional Learning, Health/Mental Health Services.</p> <p>(e) Sports and other extracurricular activities</p> <p>(f) Career pathways and linked learning opportunities</p>	<p>All Grades: All</p>	<p><input type="checkbox"/> All</p> <hr/> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>District-level liaison and oversight staff; Funds for transportation and priority access to tutoring enrichment programs, sports and extracurricular activities.</p> <p>Foster Youth Grant Resource 7366</p>
<p>LCAP Year 2</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>Foster youth will participate in school-site and district level academic support programs (tutoring, afterschool and summer enrichment, etc.), socio-emotional supports (attendance monitoring and support, Positive Behavior Interventions and Supports, restorative justice and Social Emotional Learning, school-based health and mental health services, extracurricular activities and sports, etc.) at least at the same participation rate as the general student population.</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>

<p>District-level and school site staff will track participation data and work with program staff to ensure foster youth have equal access to all academic and socio-emotional supports provided to students, including:</p> <p>(a) Tutoring & academic enrichment programs</p> <p>(b) Summer school/credit recovery</p> <p>(c) Academic Counseling</p> <p>(d) Positive Behavior Interventions and Supports, Restorative Justice, Social Emotional Learning, Health/Mental Health Services.</p> <p>(e) Sports and other extracurricular activities</p> <p>(f) Career pathways and linked learning opportunities</p>	<p>All Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>District-level liaison and oversight staff; Funds for transportation and priority access to tutoring, enrichment programs, sports and extracurricular activities.</p> <p>Foster Youth Grant Resource 7366</p>
<p>LCAP Year 3</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>Foster youth will participate in school-site and district level academic support programs (tutoring, afterschool and summer enrichment, etc.), socio-emotional supports (attendance monitoring and support, Positive Behavior Interventions and Supports, restorative justice and Social Emotional Learning, school-based health and mental health services, extracurricular activities and sports, etc.) at least at the same participation rate as the general student population.</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>

<p>District-level and school site staff will track participation data and work with program staff to ensure foster youth have equal access to all academic and socio-emotional supports provided to students, including:</p> <ul style="list-style-type: none"> (a) Tutoring & academic enrichment programs (b) Summer school/credit recovery (c) Academic Counseling (d) Positive Behavior Interventions and Supports, Restorative Justice, Social Emotional Learning, Health/Mental Health Services. (e) Sports and other extracurricular activities (f) Career pathways and linked learning opportunities 	<p>All Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>District-level liaison and oversight staff; Funds for transportation and priority access to tutoring, enrichment programs, sports and extracurricular activities.</p> <p>Foster Youth Grant Resource 7366</p>
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Annual Update

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

Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Original Goal from prior year LCAP:	Foster and expelled students receive instruction and services to support their intellectual, social, emotional, and physical development.		Related State and/or Local Priorities: X 1 X 2 X 3 X 4 X 5 X 6 X 7 X 8 COE only: X 9 X 10 Local:
Goal Applies to:	Schools:	All	
		Grades: All	

	Applicable Pupil Subgroups:	Foster Youth, Other (Expelled Students)	
Expected Annual Measurable Outcomes:	<p>95% of expelled students will meet their academic needs through alternative pathways.</p> <p>95% of foster parents will indicate that foster youth are being served appropriately.</p> <p>90% of school registrars will be trained to meet enrollment and withdrawal requirements of foster youth including efficient expeditious transfer of health and education records and the health and education passport.</p> <p>90% of school administrators will work closely with school secretaries to ensure that requests from the juvenile court and/or county child welfare agencies for information regarding delivery and coordination of educational services for foster youth be quickly and efficiently communicated between agencies.</p> <p>80% of schools will have identified and trained an instructional aide to serve as an academic mentor/coach to foster students.</p>	Actual Annual Measurable Outcomes:	<p>0% expelled students</p> <p>95% of foster parents indicated that foster youth are being served appropriately.</p> <p>95% of school registrars were trained to meet enrollment and withdrawal requirements of foster youth including efficient expeditious transfer of health and education records and the health and education passport.</p> <p>90% of school administrators work closely with school secretaries to ensure that requests from the juvenile court and/or county child welfare agencies for information regarding delivery and coordination of educational services for foster youth be quickly and efficiently communicated between agencies.</p> <p>80% of schools have identified and trained an instructional aide to serve as an academic mentor/coach to foster students.</p>
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Continue to support Visual and Performing Arts (VAPA) in all schools. Provide matching funds for <i>Artists in the Schools</i> Grant provided through Sierra County Arts Council. Grant funds are used at all school sites except Sierra Pass Continuation High School.	\$ 5,000	The district continues to support Visual and Performing Arts (VAPA) in all schools.	\$ 5,000 Forest Reserve Revenue, Unrestricted 0000

Scope of service:	All Grades: All		Scope of service:	All Grades: All	
_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless X Other (expelled students)			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
Continue to support Career Technical Education in grades 7-12 through employment of Construction/ Woodshop teacher and Career Specialist and by funding supplies for greenhouses and construction classes.		\$ 55,000	The district continues to expand Career Technical Education opportunities and pathways by expanding use of greenhouses and garden program to K-12 Science, health, and sustainable agriculture projects. All school sites have greenhouses and/or gardens that the students work in daily.	\$ 6,000 LCFF base Resource (EPA) 1400	
Scope of service:	Downieville Jr/Sr High School Loyalton High School Grades: 7th, 8th, 9th, 10th, 11th, 12th		Scope of service:	All Grades: All	
_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless X Other (expelled students)			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		

Continue to expand Career Technical Education opportunities and pathways by expanding use of greenhouses and garden programs to K-12 Science, health, and sustainable agriculture		\$ 6,000	District continues to support Career Technical Education in grades 7-12 through employment of Construction/Woodshop teacher and Career Specialist and by funding supplies for greenhouses and construction. We increased our part-time shop teacher at LHS to full-time.		\$ 55,000 LCFF base, (EPA) 1400
Scope of service:	All Grades: All		Scope of service:	Loyalton High School Downieville Junior/Senior High School Grades: 7th, 8th, 9th, 10th, 11th, 12th	
<input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other (expelled students)			<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other		
Continue to have Foster Youth Service Coordinator handle annual staff training and establish a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.		\$ 2,000	Our newly appointed district-level liaison for foster youth will continue to handle annual staff training and establish a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.		\$ 2,000 Foster Youth Grant, Resource 7366
Scope of service:	All Grades: All		Scope of service:	All Grades: All	

<input type="checkbox"/> All ----- X Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless X Other (expelled students)			<input type="checkbox"/> All ----- X Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other		
Provide certificated and classified staff for students with Individualized Education Programs (IEPs), provide a School Psychologist for all students as needed, and provide contracted services as needed for students with IEPs.		\$591,000	Provided certificated and classified staff for students with Individualized Education Programs (IEPs), provided a school psychologist for all students as needed, and provide contracted services as needed for students with IEPs.		\$591,000 Federal Resources 3315 & 3320, State Spec Ed Resource 6500, and LCFF Base
Scope of service:	All Grades: All		Scope of service:	All Grades: All	
<input type="checkbox"/> All ----- X Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless X Other (expelled students)			X All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other		

What changes in actions, services, and expenditures	<p>One of the changes that we made this year is that our district/county administrative assistant has been assigned the role of district-level liaison for foster youth. She has attended trainings to learn the policies for foster youth requirements related to their education. She has held meetings with key personnel to ensure that foster youth are obtaining the best education and services that are needed. The changes that will be made based on our review of this goal will be that she will continue to train school secretaries and support staff in all areas that affect foster youth in our district. This change will be very effective because the county will now have a better understanding of the needs of our foster youth and our staff will be better trained to guarantee that the needs of all foster youth coming into our school system will be addressed immediately.</p>
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Original Goal from prior year LCAP:	<p>Foster and expelled students engage in a rigorous curriculum and acquire the knowledge, critical thinking skills, and characteristics needed for success in college, career, and life.</p>	<p>Related State and/or Local Priorities: X 1 X 2 X 3 X 4 X 5 X 6 X 7 X 8 COE only: X 9 X 10 Local:</p>
Goal Applies to:	<p>Schools: All Grades: All</p>	
	Applicable Pupil Subgroups:	<p>Foster Youth, Other (Expelled Students)</p>

Expected Annual Measurable Outcomes:		Actual Annual Measurable Outcomes:	
	<p>85% or more of foster students will be in attendance daily, averaged over the year.</p> <p>85% or more of expelled students will make adequate progress toward graduation in alternative settings.</p> <p>5% or fewer of students will be expelled during the year.</p> <p>95% of foster students will demonstrate mastery of the academic skills needed for promotion to the next grade level at the end of the year.</p> <p>85% of foster and expelled students in grades K-9 will receive instruction in health using the adopted curriculum.</p> <p>80% of foster youth and expelled students will participate in a physical education program.</p> <p>60% of foster students in grades 9-12 will participate in athletics or extra-curricular activities.</p> <p>80% of foster and expelled students who need intensive intervention in ELA or mathematics will be enrolled in a qualified intervention program.</p>		<p>90% or more of foster students were in attendance daily, averaged over the year.</p> <p>0% students were expelled</p> <p>0% students were expelled</p> <p>95% of foster students are demonstrating mastery of the academic skills needed for promotion to the next grade level at the end of the year.</p> <p>Our health curriculum was not used this year.</p> <p>100% of our foster youth participate in a physical education program.</p> <p>We had no foster youth students in grades 9-12 this year.</p> <p>100% of foster students who need intensive intervention in ELA or mathematics were enrolled in a qualified intervention program.</p>

LCAP Year: 2015-16					
Planned Actions/Services		Actual Actions/Services			
		Budgeted Expenditures			Estimated Actual Annual Expenditures
Professional Learning Community (PLC) activities are scheduled in the school calendar. Certificated staff attend professional development programs/conferences.		\$ 2,500	The district continues to calendar professional learning community (PLC) activities into our calendar. Certificated staff attend professional development programs/conferences.		\$ 6,788 RSDSS Rescouce 3020
Scope of service:	AI Grades: All		Scope of service:	All Grades: All	
_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless X Other (Expelled Students)			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
Continue to fund instructional aides to work with exceptional need students.		\$ 68,000	The district continues to fund instructional aides to work with exceptional students.		\$ 68,000 Federal/State Special Ed Resources: 3315,3320, & 6500

Scope of service:	All Grades: All		Scope of service:	All Grades: All	
_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless X Other (Expelled Students)			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
What changes in actions, services, and expenditures	Because we have such a low number of foster youth in our district and we have had no expelled students for several years, we will continue to serve the foster youth as we have in the past to ensure that they get the services they need to be successful at school. Having a trained person to oversee our foster youth population has been very effective this past school year. We will continue to support this person so that she can continue to be trained in foster youth needs and will also train key personnel that deal with our foster youth daily. Because we have been successful in not having expelled students in our district, we will continue to support our students in all areas of their education to maintain our 0% of expelled students.				

Original Goal from prior year LCAP:	All stakeholders are involved in promoting a district culture where foster youth and expelled students realize success and that success is communicated and celebrated.		Related State and/or Local Priorities: X 1 X 2 X 3 X 4 X 5 X 6 X 7 X 8 COE only: X 9 X 10 Local:	
Goal Applies to:	Schools:	All		
		Grades: All		
	Applicable Pupil Subgroups:	Foster Youth, Other (Expelled Students)		
Expected Annual Measurable Outcomes:	50 stakeholders will attend one of three annual Community Forums to provide input for the LCAP. 95% of County staff will receive training related to coordinated services for foster youth and expelled students and will gain information and tools to minimize changes in school placement of foster youth.	Actual Annual Measurable Outcomes:	About 70 stakeholders attended one of three of our annual Community Forums to provide input for the LCAP. Training has just begun with the assignment of our District-level foster youth liaison.	
LCAP Year: 2015-16				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Continue to promote and host Community Forums, maintain County website, contract for telecommunications equipment and services, and provide for communication with stakeholders.	\$120,000	The district continues to host Community Forums at all 3 school sites, we are maintaining the county website, contracted for telecommunications equipment and services, and provide for communication with stakeholders.	\$120,000 LCFF Base, Forest Reserves Revenue Resource: 0000	
Scope of service:	All Grades: All	Scope of service:	All Grades: All	

<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input checked="" type="checkbox"/> Other (Expelled Students)</p>		<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>
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What changes in actions, services, and expenditures

The community forums that are held each year are a very informal and well attended and are an effective way to gather input from stakeholders regarding what they would like to see in our schools. The district will continue to hold these community forums at each school site each year to discuss the LCAP and the state of the schools. We are a small community and therefore have opportunities to meet informally with stakeholders at school functions and community activities. Our District-level foster youth liaison was very effective in the training of appropriate school staff in the regulations for foster youth.

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	0
<p>Sierra County has no students. Sierra County funds are used to support students enrolled in Sierra-Plumas Joint Unified School District. Sierra County Office of Education ensures that all foster youth and expelled students benefit from a coordination of services to meet their needs.</p>	

- B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

0.00	%
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Because there are no students enrolled in Sierra County, services are provided through Sierra-Plumas Joint Unified School District. Sierra County provides services to students that would otherwise be unavailable. Sierra County provides Resource Specialists, the SELPA Director, a Speech Therapist, and the School Psychologist. Sierra County also funds some of the Career Technical Education programs. These services and programs serve students with special needs as well as all students who may access the programs supported by the county. These programs promote a higher graduation rate and lower truancy rate. All foster youth and expelled students will benefit from a coordination of services to meet their needs.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (e) “Suspension rate” shall be calculated as follows:
- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (f) “Expulsion rate” shall be calculated as follows:
- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).