

Introduction:**Introduction:**

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

LCAP Year: 2016-17

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.

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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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.

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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)

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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
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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 (April 27, 2016), one at Loyalton Elementary (May 3, 2016), and one at Loyalton High School (April 14, 2016), were held to provide opportunities for public feedback. Because of our small population, we have opportunities to meet with stakeholders throughout the year informally at school and community events. We have stakeholders representing both sides of our county who regularly attend monthly board meetings. School Site Councils are active and represent a cross section of our student population; secondary-level councils include student representatives.

A public hearing on our proposed LCAP was held at the May 10, 2016, Sierra-Plumas Joint Unified School District/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.

The stakeholders that are represented in these numerous committees and meetings listed above consist of teachers, principals, administrators, other school personnel, local bargaining units, parents, and pupils throughout the district.

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 K-12 in 2016-2017. School grounds and facilities remain on community and Site Council lists of needs so the district continues to work on maintaining schools that reflect the positive school culture we enjoy in our small district.

<p>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.</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 K-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>
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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:	All students receive instruction and services to support their intellectual, social, emotional, and physical development.		Related State and/or Local Priorities: X 1 X 2 _3 X 4 X 5 _6 X 7 _8 Local: N/A
Identified Need:	<p>Each year all teachers assignments and credentials are reviewed to determine if they are properly placed and credentialed in the appropriate positions. After review of personnel records, we have found that some of our teachers are not fully credentialed in the areas that they are teaching. Therefore, we will set goals to make sure that the teachers are getting the proper professional development so that they are all fully credentialed for the core subjects that they are teaching.</p> <p>We also review the curriculum that each teacher is using to evaluate if in fact they are teaching with the most current state adopted materials that are aligned with Common Core State Standards. We have found that not all of our curriculum has been updated at this time. We also need to set goals that will address the ordering of new textbooks that meet state standards. With the new state standards this will be an ongoing need.</p> <p>The district reviews the courses that are being offered to determine if the students have a broad course of study available to them, are placed in the least restrictive learning environment and have multiple pathways to meet their academic needs. We have found that we could broaden our course of study and will set goals to review and update the districts course of study that is available and add courses where we can.</p> <p>Through interviews with the staff by administration it is determined what the values are that they hold in regard to extra- and co-curricular activities that provide for further intellectual, social, emotional, and physical development of students. Administration has found that most of the staff hold extra- and c-curricular activities in high regard, but feel we could do better in this area. We will set goals to encourage staff to support these activities.</p>		
Goal Applies to:	Schools:	All	
	Grades:	All	
	Applicable Pupil Subgroups:	All	
LCAP Year 1			

Expected Annual Measurable Outcomes:	<p>100% of teachers are fully credentialed for any core subject they are teaching and have certification to teach English Learners.</p> <p>60% of courses have adopted instructional materials, textbooks, and course outlines to meet the California Common Core State Standards.</p> <p>100% of K-8 students are placed in broad courses of study.</p> <p>90% of 9-12 students are making adequate progress towards graduation.</p> <p>70% of students in grades 9-12 participate in at least one extra- or co-curricular activity during the academic year.</p> <p>30% of graduates complete a Career Technical Pathway prior to graduation.</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Development of a five-year textbook adoption plan proposed by Sierra-Plumas Teachers' Association and approved by the School Board.</p>	<p>All Grades: All</p>	<p>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</p>	<p>--</p>
<p>Purchase of textbooks and instructional materials and development of updated course outlines to align with CCCSS in accordance with the five-year adoption plan.</p>	<p>All Grades: All</p>	<p>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</p>	<p>\$100,000 LCFF Base amd Prop 20 Lottery Resource 6300</p>

Fund Title I instructional aides at each school site in the district to provide support for students in core academic subjects.	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 checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" 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 (All, as time/space permit)	\$ 55,000 Federal Title I Resource 3010 and LCFF Supplemental
Fund English Language Learner instructional aides to provide support in core academic subjects and language acquisition.	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 checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" 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	\$ 40,000 LCFF Supplemental
Provide part time Career Technical Education courses for students in grades 7-12 and fund extended summer contract for Agriculture teacher.	Loyalton High School Downieville Jr/Sr High School Grades: 7th, 8th, 9th, 10th, 11th, 12th	<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	\$ 60,000 LCFF Base, Sierra COE, Ag Incentive Grant 7010, and Carl Perkins Grant 3550
Support co- and extra-curricular activities, such as athletics and field trips.	All Grades: All	<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	\$ 60,000 LCFF Base and Non-Prop 20 Lottery Resource 1100

Fund an Art Specialist to work in grades K-6.	LES Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th	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	\$ 15,000 LCFF Base
Consider hiring a credentialed PE teacher to serve all students.	All Grades: All	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	--
Fund instructors, course materials, and supplies for continuation high school for 3 days a week.	Sierra Pass Grades: 10th, 11th, 12th	_ 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 X Other (Grades 10-12 students in alternative education)	\$ 55,000 LCFF Base/Supplemental
Fund instructors, course materials, online resources, and supplies for Independent Study Program for 3 days a week.	All Grades: All	_ 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 X Other (All students desiring an Independent Study Program)	\$ 47,000 LCFF Base

LCAP Year 2

Expected Annual Measurable Outcomes:	<p>100% of teachers are fully credentialed for any core subject they are teaching and have certification to teach English Learners.</p> <p>80% of courses have adopted instructional materials, textbooks, and course outlines to meet the California Common Core State Standards.</p> <p>100% of K-8 students are placed in broad courses of study.</p> <p>95% of 9-12 students are making adequate progress towards graduation.</p> <p>75% of students in grades 9-12 participate in at least one extra- or co-curricular activity during the academic year.</p> <p>33% of graduates complete a Career Technical Pathway prior to graduation.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Development of a five-year textbook adoption plan proposed by Sierra-Plumas Teachers' Association and approved by the School Board.	All Grades: All	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	--
Purchase of textbooks and instructional materials and development of updated course outlines to align with CCCSS in accordance with the five-year adoption plan.	All Grades: All	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	\$ 100,000 LCFF Base amd Prop 20 Lottery Resource 6300

Fund Title I instructional aides at each school site in the district to provide support for students in core academic subjects.	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 checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" 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 (All, as time/space permit)	\$ 60,000 Federal Title I Resource 3010 and LCFF Supplemental
Fund English Language Learner instructional aides to provide support in core academic subjects and language acquisition.	Loyalton Elementary School Loyalton High School 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 checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" 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	\$ 40,000 LCFF Supplemental
Provide Career Technical Education courses for students in grades 7-12 and fund extended summer contract for Agriculture teacher.	Loyalton High School Downieville Jr/Sr High School Grades: 7th, 8th, 9th, 10th, 11th, 12th	<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	\$ 60,000 LCFF Base, Sierra COE, Ag Incentive Grant 7010, and Carl Perkins Grant 3550
Support co- and extra-curricular activities, such as athletics and field trips.	All Grades: All	<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	\$ 60,000 LCFF Base and Non-Prop 20 Lottery Resource 1100

Fund an Art Specialist to work in grades K-6.	Loyalton Elementary Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th	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	\$ 15,000 LCFF Base
Consider hiring a credentialed PE teacher to serve all students.	All Grades: All	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	--
Fund instructors, course materials, and supplies for continuation high school for 3 days a week.	Sierra Pass Grades: 10th, 11th, 12th	_ 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 X Other (Grades 10-12 stuents in alternative education)	\$ 55,000 LCFF Base/Suppleme ntal
Fund instructors, course materials, online resources, and supplies for Independent Study Program for 3 days a week.	All Grades: All	_ 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 X Other (All students desiring an Independent Study Program)	\$ 47,000 LCFF Base

LCAP Year 3

Expected Annual Measurable Outcomes:	<p>100% of teachers are fully credentialed for any core subject they are teaching and have certification to teach English Learners.</p> <p>100% of courses have adopted instructional materials, textbooks, and course outlines to meet the California Common Core State Standards.</p> <p>100% of K-8 students are placed in broad courses of study.</p> <p>100% of 9-12 students are making adequate progress towards graduation.</p> <p>90% of students in grades 9-12 participate in at least one extra- or co-curricular activity during the academic year.</p> <p>40% of graduates complete a Career Technical Pathway prior to graduation.</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Update five-year adoption plan proposed by Sierra-Plumas Teachers' Association and approved by the School Board.	All Grades: All	<p>X All</p> <p>-----</p> <p>_ 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</p>	--
Purchase of textbooks and instructional materials and development of updated course outlines to align with CCSS in accordance with the five-year adoption plan.	All Grades: All	<p>X All</p> <p>-----</p> <p>_ 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</p>	<p>\$ 100,000</p> <p>LCFF Base and Prop 20 Lottery Resource 6300</p>

Fund Title I instructional aides at each school site in the district to provide support for students in core academic subjects.	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 checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" 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 (All - as time/space permit)	\$ 65,000 Federal Title I Resource 3010 and LCFF Supplemental
Fund English Language Learner instructional aides to provide support in core acadmic subjects and language acquisition.	Loyalton High School Loyalton Elementary School 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 checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" 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	\$ 40,000 LCFF Supplemental
Provide Career Technical Education courses for students in grades 7-12 and fund extended summer contract for Agriculture teacher.	All Grades: 7th, 8th, 9th, 10th, 11th, 12th	<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	\$ 60,000 LCFF Base, Sierra COE, Ag Incentive Grant 7010, and Carl Perkins Grant 3550
Support co- and extra-curricular activities, such as athletics and field trips.	All Grades: All	<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	\$ 60,000 LCFF Base and Non-Prop 20 Lottery Resource 1100

<p>Fund an Art Specialist to work in grades K-6.</p>	<p>Loyalton Elementary School Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th</p>	<p>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</p>	<p>\$ 15,000 LCFF Base</p>
<p>Consider hiring a credentialed PE teacher to serve all students.</p>	<p>All Grades: All</p>	<p>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</p>	<p>--</p>
<p>Fund instructors, course materials, and supplies for continuation high school for 3 days a week.</p>	<p>Sierra Pass Grades: 10th, 11th, 12th</p>	<p>_ 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 X Other (students in alternative education)</p>	<p>\$ 55,000 LCFF Base/Supplemental</p>
<p>Fund instructors, course materials, online resources, and supplies for Independent Study Program.</p>	<p>All Grades: All</p>	<p>_ 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 X Other (students desiring ISP)</p>	<p>\$ 47,000 LCFF Base</p>

GOAL:	All students engage in a rigorous curriculum and acquire the knowledge, critical thinking skills, and characteristics needed for success in college, career, and life.	Related State and/or Local Priorities: X 1 X 2 _3 X 4 X 5 X 6 _7 X 8 Local: N/A
Identified Need:	<p>The district reviews each year that all students participate in universal screening and local benchmark assessment; that students who need intensive intervention in ELA or mathematics are provided instruction using adopted intervention programs. We have found that we were lacking in this area partly due to the fact that not all students can stay after school for tutoring because of the distance they live from school. We also did not have adopted intervention programs. We will set goals which will include all students that need tutoring or intervention. We also found that we need more scheduled benchmark assessment opportunities. Teachers have been doing basic classroom formative assessments but we do not have district wide benchmark assessments set at this time.</p> <p>The district reviews the multiple pathways that students have to achieve academic success including independent study, alternative education, college readiness, and career technical pathways. We found that we are lacking in this area for our middle school aged students. We will set goals to address this issue and find a way to channel that age group into the pathway that will give them the highest academic success.</p> <p>In reviewing that all students in grades 3-12 have opportunities to participate in extra- and co-curricular activities we found that we need to provide busing so that more students that live out of town have the opportunity to participate, especially with the younger students that do not drive.</p>	
Goal Applies to:	Schools: All Grades: All	Applicable Pupil Subgroups: All
LCAP Year 1		

<p>Expected Annual Measurable Outcomes:</p>	<p>There is a published school calendar that includes minimum days designated for professional collaboration.</p> <p>100% of school staff submit a professional development plan to their site administrator on or before September 30.</p> <p>100% of eligible students participate in the California Assessment of Student Performance and Progress (CAASPP) testing.</p> <p>50% of students met or exceeded standards on the 2015 CAASPP test.</p> <p>90% of students in intensive intervention programs achieve grade level within two years of entering the intervention program.</p> <p>45% of graduates meet the a-g UC/CSU entrance requirements.</p> <p>35% of students who take the Advanced Placement exams score a 3 or higher.</p> <p>35% of juniors are recognized as “college ready” or “conditionally college ready” on the EAP exams in ELA or mathematics.</p> <p>95% of 9-12 class cohort graduate from high school.</p> <p>90% of students are in attendance daily, averaged over the year.</p> <p>Fewer than 5% of students are suspended in the year.</p> <p>Fewer than 1% of students are expelled in the year.</p> <p>65% of students who participate in California’s Physical Fitness Test score within the <i>Healthy Fitness Zone</i> in at least five of the six areas.</p> <p>97.5% of K-8 students demonstrate mastery of the academic skills needed for promotion to the next grade level at the end of the year.</p> <p>90% of English Learners are reclassified Fluent English Proficient within eight years of initial enrollment.</p> <p>100% of graduates who are Agriculture Completers receive their State FFA Degree.</p> <p>30% of graduates have completed a Career Technical pathway.</p> <p>75% of grade 9-12 students participate in at least one extra- or co-curricular activity.</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>Fund professional development activities for local program, NCLB compliance requirements, and travel and conference to remote professional development locations.</p>	<p>All Grades: All</p>	<p>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</p>	<p>\$ 10,000 Federal Resource 4035, Title II and/or Educator Effectiveness Resource 6264</p>
<p>Fund assessment program including ELA and math interim assessments and physical fitness testing.</p>	<p>All Grades: All</p>	<p>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</p>	<p>\$ 10,000 Federal Small Rural Achievement Grant Resource 5811</p>
<p>Provide sections for remedial and enrichment courses in the high schools (7-12) class schedules.</p>	<p>Downieville Junior/Senior High School Loyalton High School Grades: 7th, 8th, 9th, 10th, 11th, 12th</p>	<p>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</p>	<p>\$ 175,000 LCFF Base, Sierra COE</p>
<p>Fund an Academic Advisor for 9-12 students to assist them in meeting academic needs according to their future plans.</p>	<p>Loyalton High School Grades: 9th, 10th, 11th, 12th</p>	<p>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</p>	<p>\$ 14,000 LCFF Base</p>

<p>Fund intensive intervention instruction for students in grades K-12 ELA and mathematics during the school day.</p>	<p>All Grades: All</p>	<p>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</p>	<p>\$ 96,000 LCFF Base/Supplemental and Sierra COE</p>
<p>Fund credentialed teachers for after school tutoring for students in grades 1-12 in all core courses. Fund limited bus service for students living outside of walking distance of the school while attending after school tutoring.</p>	<p>All Grades: 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th, 9th, 10th, 11th, 12th</p>	<p>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</p>	<p>-- Funded through Sierra County Office of Education</p>
<p>LCAP Year 2</p>			

Expected Annual Measurable Outcomes:	<p>There is a published school calendar that includes minimum days designated for professional collaboration.</p> <p>100% of school staff submit a professional development plan to their site administrator on or before September 30.</p> <p>100% of eligible students participate in the California Assessment of Student Performance and Progress (CAASPP) testing.</p> <p>55% of students met or exceeded standards on the 2015 CAASPP test.</p> <p>90% of students in intensive intervention programs achieve grade level within two years of entering the intervention program.</p> <p>50% of graduates meet the a-g UC/CSU entrance requirements.</p> <p>40% of students who take the Advanced Placement exams score a 3 or higher.</p> <p>40% of juniors are recognized as “college ready” or “conditionally college ready” on the EAP exams in ELA or mathematics.</p> <p>95% of 9-12 class cohort graduate from high school.</p> <p>91% of students are in attendance daily, averaged over the year.</p> <p>Fewer than 2.5% of students are suspended in the year.</p> <p>Fewer than 1% of students are expelled in the year.</p> <p>70% of students who participate in California’s Physical Fitness Test score within the <i>Healthy Fitness Zone</i> in at least five of the six areas.</p> <p>97.5% of K-8 students demonstrate mastery of the academic skills needed for promotion to the next grade level at the end of the year.</p> <p>90% of English Learners are reclassified Fluent English Proficient within eight years of initial enrollment.</p> <p>100% of graduates who are Agriculture Completers receive their State FFA Degree.</p> <p>30% of graduates have completed a Career Technical pathway.</p> <p>80% of grade 9-12 students participate in at least one extra- or co-curricular activity.</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

Fund professional development activities for local program, NCLB and Common Core compliance requirements, and travel and conference to remote professional development locations.	All Grades: All	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	\$ 10,000 Federal Resource 4035, Title II
Fund assessment program including ELA and math interim assessments and physical fitness testing.	All Grades: All	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	\$ 10,000 Federal Small Rural Achievement Grant Resource 5811
Provide sections for remedial and enrichment courses in the high schools (7-12) class schedules.	Downieville Junior/Senior High School Loyalton High School Grades: 7th, 8th, 9th, 10th, 11th, 12th	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	\$ 180,000 LCFF Base, Sierra COE
Fund an Academic Adviser for 9-12 grade students to assist them in meeting academic needs according to their future plans.	Loyalton High School Grades: 9th, 10th, 11th, 12th	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	\$ 14,000 LCFF Base

<p>Fund intensive intervention instruction for students in grades K-12 for ELA and mathematics during the school day.</p>	<p>All Grades: All</p>	<p>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</p>	<p>\$ 98,000 LCFF Base/Supplemental and Sierra COE</p>
<p>Fund credentialed teachers for after school tutoring for students in grades 1-12 in all core courses. Fund limited bus service for students living outside of walking distance of the school while attending after school tutoring.</p>	<p>All Grades: 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th, 9th, 10th, 11th, 12th</p>	<p>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</p>	<p>funded through Sierra County Office of Education</p>
<p>LCAP Year 3</p>			

Expected Annual Measurable Outcomes:	<p>There is a published school calendar that includes minimum days designated for professional collaboration.</p> <p>100% of school staff submit a professional development plan to their site administrator on or before September 30th.</p> <p>100% of eligible students participate in the California Assessment of Student Performance and Progress (CAASPP) testing.</p> <p>65% of students met or exceeded standards on the 2017 CAASPP test.</p> <p>95% of students in intensive intervention programs achieve grade level within two years of entering the intervention program.</p> <p>75% of graduates meet the a-g UC/CSU entrance requirements.</p> <p>50% of students who take the Advanced Placement exams score a 3 or higher.</p> <p>50% of juniors are recognized as "college ready" or "conditionally college ready" on the CAASPP exams in ELA and/or math.</p> <p>98% of 9-12 class cohort graduate from high school.</p> <p>95% of students are in attendance daily, averaged over the year.</p> <p>Fewer than 1% of students are suspended in the year.</p> <p>Fewer than 1% of students are expelled in the year.</p> <p>80% of students who participate in California's Physical Fitness Test score within the <i>Healthy Fitness Zone</i> in at least five of the six areas.</p> <p>98% of K-8 students demonstrate mastery of the academic skills needed for promotion to the next grade level at the end of the year.</p> <p>95% of English Learners are reclassified Fluent English Proficient within eight years of initial enrollment.</p> <p>100% of graduates who are Agriculture Completers receive their State FFA Degree.</p> <p>40% of graduates have completed a Career Technical pathway.</p> <p>85% of grade 9-12 students participate in at least one extra- or co-curricular activity.</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

<p>Fund professional development activities for local programs, ESSA, and Common Core compliance requirements, and travel and conference to remote professional development locations.</p>	<p>All Grades: All</p>	<p>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</p>	<p>\$ 10,000 Federal Resource 4035, Title II</p>
<p>Fund assessment program including ELA and math interim assessments and physical fitness testing.</p>	<p>All Grades: All</p>	<p>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</p>	<p>\$ 10,000 Federal Small Rural Achievement Grant Resource 5811</p>
<p>Provide sections for remedial and enrichment courses in the high schools (7-12) class schedule.</p>	<p>Downieville Junior/Senior High School Loyalton High School Grades: 7th, 8th, 9th, 10th, 11th, 12th</p>	<p>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</p>	<p>\$180,000 LCFF Base, Sierra COE</p>
<p>Fund an Academic Adviser for 9-12 students to assist them in meeting academic needs according to their future plans.</p>	<p>Loyalton High School Grades: 9th, 10th, 11th, 12th</p>	<p>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</p>	<p>\$ 14,000 LCFF Base</p>

Fund intensive intervention instruction for students in grades K-12 in ELA and mathematics during the school day.	All Grades: All	<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	\$ 98,000 LCFF Base/Supplemental and Sierra COE
Fund credentialed teachers for after school tutoring for students in grades 1-12 in all core courses. Fund limited bus service for students living outside of walking distance of the school while attending after school tutoring.	All Grades: 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th, 9th, 10th, 11th, 12th	<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	funded through Sierra County Office of Education

GOAL:	All stakeholders are engaged in promoting a district culture where student success is realized, communicated, and celebrated.	Related State and/or Local Priorities: _1 _2 X 3 _4 _5 X 6 _7 _8 Local: N/A
Identified Need:	<p>In reviewing our School Site Council participation, we found that the makeup of the members does not always represent all of our subgroups. We need a broader stakeholder representation on the School Site Councils. Members of the School Site Councils are actively involved in school improvement and promotion, the public is invited to all School Site Council meetings, and the calendar of School Site Council meetings is published at each school site to encourage broad stakeholder involvement. There is a need to do better with our publishing the meetings and times at each school site.</p> <p>Sierra-Plumas Joint Unified School District (SPJUSD) Board meetings are regularly scheduled and offered via remote transmission to each school community to provide for broad stakeholder participation. In reviewing the actual participation at our board meetings we have found that we are not getting a lot of participation from the community and staff. We need to reach out to more people, better advertise the dates and times.</p> <p>In reviewing how often our parent and student surveys are administered as a means of receiving stakeholder input on SPJUSD programs and services from representatives of all student groups and subgroups we found that we have not been consistent each year in administering these surveys. There is a need to actively administer surveys to get a broader stakeholder participation.</p>	
Goal Applies to:	Schools:	All
	Grades:	All
	Applicable Pupil Subgroups:	All
LCAP Year 1		
Expected Annual Measurable Outcomes:	<p>100% of subgroups are represented on the School Site Councils.</p> <p>Monthly SPJUSD Board of Trustees meetings are clearly indicated on the SPJUSD calendar and posted on the Sierra County Office of Education website.</p> <p>65% of parents return the annual School Climate Survey.</p> <p>90% of students return the annual School Climate Survey.</p> <p>75 stakeholders participate in the Community Forums.</p>	

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Fund administration of student/parent school climate and other parent engagement surveys through the school sites. Publicize results. Schedule Community Forums to discuss outcome of surveys and to prioritize and gather input for future LCAPs. Explore ways to support School Site Council membership.	All Grades: All	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	\$ 750 Federal Resource 3010, Title I, LCFF Base
Fund counseling services for students K-12 delivered through Sierra County Mental Health.	All Grades: All	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	Funded through Sierra County Office of Education
LCAP Year 2			
Expected Annual Measurable Outcomes:	100% of subgroups are represented on the School Site Councils. Monthly SPJUSD Board of Trustees meetings are clearly indicated on the SPJUSD calendar and posted on the Sierra County Office of Education website. 70% of parents return the annual School Climate Survey. 95% of students return the annual School Climate Survey. 100 stakeholders participate in the Community Forums.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

<p>Fund administration of student/parent school climate and other parent engagement surveys through the school sites. Publicize results. Schedule Community Forums to discuss outcome of surveys and to prioritize and gather input for future LCAPs. Explore ways to support School Site Council membership.</p>	<p>All Grades: All</p>	<p>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</p>	<p>\$ 750 Federal Resource 3010, Title I, LCFF Base</p>
<p>Fund counseling services for students K-12 delivered through Sierra County Mental Health.</p>	<p>All Grades: All</p>	<p>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</p>	<p>Funded through Sierra County Office of Education</p>
<p>LCAP Year 3</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>100% of subgroups are represented on the School Site Councils. Monthly SPJUSD Board of Trustees meetings posted on the Sierra County Office of Education website. 70% of parents return the annual School Climate Survey. 95% of students return the annual School Climate Survey. 100 stakeholders participate in the Community Forums.</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>Fund administration of student/parent school climate and other parent engagement surveys through the school sites. Publicize results. Schedule Community Forums to discuss outcome of surveys and to prioritize and gather input for future LCAPs. Explore ways to support School Site Council membership.</p>	<p>All Grades: All</p>	<p>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</p>	<p>\$ 750 Federal Resource 3010, Title I, LCFF Base</p>
<p>Fund counseling services for students K-12 delivered through Sierra County Mental Health.</p>	<p>All Grades: All</p>	<p>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</p>	<p>Funded through Sierra County Office of Education</p>

GOAL:	All schools and facilities are accessible, safe, and healthy places for students, staff, and community; and all classrooms are designed and furnished for optimal learning.	Related State and/or Local Priorities: X 1 _2 X3 _4 _5 X6 _7 _8 Local: N/A	
Identified Need:	<p>Each year administrators and staff review, either through surveys or word of mouth, how students and parents feel about the emotional and physical safety at our schools. Input from the community has brought to our attention that parents feel we could make the schools safer.</p> <p>Each year administrators review the maintenance and custodial staff to make sure that they are maintained at a sufficient level to provide for clean and safe facilities and are organized to optimize facility and grounds upkeep. We have found that we need to continue to do this every year to make sure that we are sufficiently providing maintenance and custodial staff appropriately.</p> <p>Each classroom in the district is reviewed by administration and staff to make sure they are attractive and provide adequate storage, furnishings, and technology to support student learning. We have found that there are furnishings in some classrooms that are in need of repair or replacement and technology needs are always undergoing updating.</p>		
Goal Applies to:	Schools: All		
	Grades: All		
	Applicable Pupil Subgroups:	All	
LCAP Year 1			
Expected Annual Measurable Outcomes:	<p>70% of students feel “very safe” at school based on data from the latest administration of the California Healthy Kids Survey (CHKS).</p> <p>3% or fewer students have been suspended or expelled because of a physically violent act.</p> <p>75% of parents and students who return School Climate Surveys have overall positive responses.</p> <p>100% of schools score Good or Exemplary on the annual Facilities Inspection Tool (FIT).</p> <p>Evidence indicates there is a plan in the district budget for facility contingencies.</p> <p>Evidence indicates there is funding in the district budget for classroom furniture, fixtures</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

<p>Funding for maintenance and custodial staff and all costs necessary to care for school buildings, grounds, and classrooms to provide a safe environment for student, staff, and visitors. Function 8100</p>	<p>All Grades: All</p>	<p>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</p>	<p>\$ 740,000 LCFF</p>
<p>Fund training for students and staff in programs that promote school climate and student safety.</p>	<p>All Grades: All</p>	<p>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</p>	<p>\$ 5,000 LCFF Base</p>
<p>Facility repairs to include roof, HVAC, and Loyalton High School Bathroom.</p>	<p>All Grades: All</p>	<p>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</p>	<p>\$475,000 LCFF Base and State Prop 39 Resource 6230</p>
<p>Develop a plan to replace classroom furnishings and technology on a regular basis and budget accordingly.</p>	<p>All Grades: All</p>	<p>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</p>	<p>\$ 20,000 LCFF Base, Non-Prop 20 Lottery Resource 1100</p>
<p>LCAP Year 2</p>			

Expected Annual Measurable Outcomes:	<p>75% of students feel “very safe” at school based on data from the latest administration of the California Healthy Kids Survey (CHKS).</p> <p>2% or fewer students have been suspended or expelled because of a physically violent act.</p> <p>80% of parents and students who return School Climate Surveys have overall positive responses.</p> <p>100% of schools score Good or Exemplary on the annual Facilities Inspection Tool (FIT).</p> <p>Evidence indicates there is a plan in the district budget for facility contingencies.</p> <p>Evidence indicates there is funding in the district budget for classroom furniture, fixtures, and technology.</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Funding for maintenance and custodial staff and all costs necessary to care for school buildings, grounds, and classrooms to provide a safe environment for student, staff, and visitors.</p>	<p>All Grades: All</p>	<p>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</p>	<p>\$ 745,000 LCFF Base</p>
<p>Fund training for students and staff in programs that promote school climate and student safety.</p>	<p>All Grades: All</p>	<p>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</p>	<p>\$ 5,000 LCFF Base</p>

<p>Develop a three- to five-year facility plan to address major repairs and maintenance projects.</p>	<p>All Grades: All</p>	<p>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</p>	<p>--</p>
<p>Develop a plan to replace classroom furnishings and technology on a regular basis and budget accordingly.</p>	<p>All Grades: All</p>	<p>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</p>	<p>\$ 10,000 LCFF Base, Non-Prop 20 Lottery Resource 1100</p>
<p>LCAP Year 3</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>80% of students feel “very safe” at school based on data from the latest administration of the California Healthy Kids Survey (CHKS).</p> <p>1% or fewer students have been suspended or expelled because of a physically violent act.</p> <p>85% of parents and students who return School Climate Surveys have overall positive responses.</p> <p>100% of schools score Good or Exemplary on the annual Facilities Inspection Tool (FIT).</p> <p>Evidence indicates there is a plan in the district budget for facility contingencies.</p> <p>Evidence indicates there is funding in the district budget for classroom furniture, fixtures, and technology.</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>

Funding for maintenance and custodial staff and all costs necessary to care for school buildings, grounds, and classrooms to provide a safe environment for student, staff, and visitors.	All Grades: All	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	\$750,000 LCFF Base
Fund training for students and staff in programs that promote school climate and student safety.	All Grades: All	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	\$ 5,000 LCFF Base
Develop a three- to five-year facility plan to address major repairs and maintenance projects.	All Grades: All	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	--
Develop a plan to replace classroom furnishings and technology on a regular basis and budget accordingly.	All Grades: All	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	\$ 10,000 LCFF Base, Non-Prop 20 Lottery Resource 1100

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:	All students receive instruction and services to support their intellectual, social, emotional, and physical development.		Related State and/or Local Priorities: X 1 X 2 _3 _4 _5 _6 X 7 _8 Local:
Goal Applies to:	Schools:	All	
	Grades:	All	
	Applicable Pupil Subgroups:	All	

Expected Annual Measurable Outcomes:		Actual Annual Measurable Outcomes:	
	<p>90% of teachers are fully credentialed for any core subject they are teaching and have certification to teach English Learners.</p> <p>40% of courses have adopted instructional materials, textbooks, and course outlines to meet the California Common Core State Standards.</p> <p>90% of K-8 students are placed in broad courses of study.</p> <p>90% of 9-12 students will make adequate progress towards graduation.</p> <p>90% of 9-12 students with exceptional needs will make adequate progress towards graduation.</p> <p>65% of students in grades 9-12 with exceptional needs will participate in at least one extra- or co-curricular activity during the academic year.</p> <p>65% of students in grades 9-12 will participate in at least one extra- or co-curricular activity during the academic year.</p> <p>80% of English Learners will demonstrate improvement on their CELDT test and show progress toward redesignation.</p> <p>80% of English Learners will be redesignated Fluent Proficient within eight years of enrollment.</p> <p>25% of graduates complete a Career Technical Pathway prior to graduation.</p>		<p>Over 90% of teachers are fully credentialed for any core subject they are teaching and have certification to teach English Learners.</p> <p>50% of courses have adopted instructional materials, textbooks, and course outlines to meet the California Common Core State Standards.</p> <p>100% of K-8 students are placed in broad courses of study.</p> <p>100% of 9-12 students are making adequate progress towards graduation.</p> <p>98% of 9-12 students with exceptional need are making adequate progress towards graduation.</p> <p>67% of students in grades 9-12 with exceptional needs participated in at least one extra- or co-curricular activity during the academic year.</p> <p>65% of students in grades 9-12 participated in at least one extra- or co-curricular activity during the academic year.</p> <p>60% of English Learners demonstrated improvement on their CELDT test and progress toward redesignation.</p> <p>90% of English Learners have been redesignated Fluent Proficient within eight years of enrollment.</p> <p>23% of graduates complete a Career Technical Pathway prior to graduation.</p>

LCAP Year: 2015-16					
Planned Actions/Services		Actual Actions/Services			
		Budgeted Expenditures	Estimated Actual Annual Expenditures		
<p>Development of a five-year textbook adoption plan proposed by Sierra-Plumas Teachers' Association and approved by the School Board.</p> <p>Textbook adoption has been completed for ELA and Math for grades K-12.</p>		--	<p>SPTA has not met to propose an adoption plan. Instead 2 teachers accepted the stipend position for leading textbook adoption. Upon the recommendation from the textbook committee the principal ordered samples of ELA and Math curriculum to be reviewed and decided which program they would like to adopt. After many meetings and discussion, ELA and math curriculum has been chosen and is currently awaiting approval and adoption. Hopefully, with the new Curriculum Coordinator position in place next year, an adoption plan will be developed.</p>		\$ 3,000
Scope of service:	All Grades: All		Scope of service:	All Grades: All	
<p>X 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 <input type="checkbox"/> Other</p>			<p>X 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 <input type="checkbox"/> Other</p>		

Purchase of textbooks and instructional materials and development of updated course outlines to align with CCCSS in accordance with the five-year adoption plan.		\$ 44,000 LCFF, Nonprop Lottery	New Common Core Math and English Language Arts curriculum is being purchased for all grades at all schools to be used in the 2016-2017 school year. Teachers will be offered professional development to train them on the new curriculum during the summer months. Those participating will be compensated a daily rate of \$200.00 for up to 3 days of training.		Math 6-12 - \$44,700 ELA K-12 and Math K-6 - \$96,000 Funding Sources: LCFF Base and Prop 20 Lottery
Scope of service:	All Grades: All		Scope of service:	All Grades: All	
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			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		
Fund a Title I Teacher to provide services to all students at Loylton Elementary School who need support in core academic areas.		\$ 78,000 Title I	Fund a Title I Teacher to provide services to all students at Loylton Elementary School who need support in core academic areas.		\$ 85,617 Title I, Reource 3010
Scope of service:	LES Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th		Scope of service:	Loylton Elementary School Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th	

<p><input type="checkbox"/> All</p> <p>-----</p> <p>X Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races X Low Income Pupils X Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander X 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 (All, as time/space permits)</p>			<p><input type="checkbox"/> All</p> <p>-----</p> <p>X Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races X Low Income Pupils X Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander X 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>Fund a Title I instructional aides at each school site in the district to provide support for students in core academic subjects.</p>		<p>\$ 50,000</p> <p>Title I</p>	<p>Fund Title I instructional aides at each school site in the district to provide support for students in core academic subjects.</p>		<p>\$ 62,000</p> <p>Title I, Resource 3010</p>
<p>Scope of service:</p>	<p>All</p> <p>Grades: All</p>		<p>Scope of service:</p>	<p>Funded Title I instructional aides at each school site in the district to provide support for students in core academic subjects.</p> <p>Grades: All</p>	
<p><input type="checkbox"/> All</p> <p>-----</p> <p>X Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races X Low Income Pupils X Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander X 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 (All, as time/space permit)</p>			<p><input type="checkbox"/> All</p> <p>-----</p> <p>X Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races X Low Income Pupils X Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander X 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>Fund English Language Learner instructional aides to provide support in core academic subjects and language acquisition.</p>		<p>\$ 36,000</p> <p>LCFF</p>	<p>Fund English Language Learner instructional aides to provide support in core academic subjects and language acquisition.</p>		<p>\$ 40,000</p> <p>LCFF Supplemental</p>

Scope of service:	All Grades: All		Scope of service:	All Grades: All	
_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Provide Career Technical Education courses for students in grades 7-12 and fund extended summer contract for Agriculture teacher.		\$ 65,000 Agriculture & Perkins Grants LCFF	The district continues to provide Career Technical Education courses for students in grades 7-12 and will continue to fund extended summer contract for Agriculture teacher. District purchased a FAA trailer.	\$ 53,978 40,298 - trailer LCFF Base, Ag Incentive Resource 7010, Carl Perkins Grant Resource 3550, Sierra COE	
Scope of service:	LHS DJSHS Grades: 7th, 8th, 9th, 10th, 11th, 12th		Scope of service:	Downieville Junior/Senior High School Loyalton High School Grades: 7th, 8th, 9th, 10th, 11th, 12th	

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			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		
Support co- and extra-curricular activities, such as athletics and field trips.		\$73,000 LCFF, Lottery	Supported co- and extra-curricular activities, such as athletics and field trips.		\$ 73,000 LCFF Base, Unrestricted
Scope of service:	All Grades: All		Scope of service:	All Grades: All	
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			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		
Fund an Art Specialist to work in grades K-6.		15,000 LCFF	The district continues to fund an Art Specialist to work in grades K-6.		\$ 15,000 LCFF Base, Unrestricted
Scope of service:	LES Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th		Scope of service:	Loyalton Elementary School Grades: K, 1st, 2nd, 3rd, 4th, 5th, 6th	

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			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		
Consider hiring a credentialed PE teacher to serve all students.		No Expenditures	This was considered, but not put into action during this school year. We will continue to discuss this possibility for future years.		No Expenditures
Scope of service:	All Grades: All		Scope of service:	All Grades: All	
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			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		
Fund instructors, course materials, and supplies for continuation high school.		\$ 76,000 LCFF	Funded instructors, course materials, and supplies for Continuation High School. This position was reduced to 3 days a week.		\$ 48,000 LCFF Supplemental
Scope of service:	Sierra Pass Grades: 10th, 11th, 12th		Scope of service:	Sierra Pass Continuation High School Grades: 10th, 11th, 12th	

_ 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 X Other (10-12 students in alternative education)			_ 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 X Other(alternative education students)	
Fund instructors, course materials, online resources, and supplies for Independent Study Program (ISP).		\$ 70,000 LCFF	Funded instructors, course materials, online resources, and supplies for Independent Study Program (ISP). This position was reduced to 3 days a week.	\$ 43,000 LCFF Base, Unrestricted
Scope of service:	All Grades: All		Scope of service:	All Grades: All
_ 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 X Other (Students desiring ISP)			_ 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 X Other(Students desiring ISP)	
What changes in actions, services, and expenditures	We are going to continue to look for direction from SPTA regarding an adoption plan. We had 2 teachers that accepted the stipend for leading textbook adoptions in the areas of ELA and math for the current school year. Programs have been chosen and will be ordered for the next school year. There is a plan to fill the Curriculum Coordinator position for the 2016-2017 school year. This person will work directly with the superintendent and the site principals to guide the process of adopting new common core curriculum for the remaining subjects that need to be updated. We will continue our full time Title I teacher to provide services to LES students in 2016-2017. We continue to seek ways to expand our Career Technical Education pathways and course offerings. The district continues to commit to providing athletic travel district wide to meet the increasing costs of athletic programs. Funding has also increased to provide for curricular field trips.			

Original Goal from prior year LCAP:	All students engage in a rigorous curriculum and acquire the knowledge, critical thinking skills, and characteristics needed for success in college, career, and life.		Related State and/or Local Priorities: _1 _2 _3 X 4 X 5 X 6 _7 X 8 Local:
Goal Applies to:	Schools:	All	
		Grades: All	
	Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	<p>90% of school staff submit a professional development plan on or before September 30.</p> <p>90% of eligible students participate in the California Assessment of Student Performance and Progress (CAASPP) testing.</p> <p>40% of graduates meet the a-g UC/CSU entrance requirements.</p> <p>30% of students who take the Advanced Placement exams score a 3 or higher.</p> <p>50% of sophomores score proficient or advanced on the CAHSEE.</p> <p>30% of juniors are recognized as “college ready” or “conditionally college ready” on the EAP exams in ELA or mathematics.</p> <p>90% of 9-12 class cohort graduate from high school.</p> <p>85% of students are in attendance daily, averaged over the year.</p> <p>Fewer than 10% of students will be classified as <i>chronic absentees</i> during the year.</p> <p>Fewer than 5% of middle school level students will be classified as <i>drop outs</i> during the year.</p> <p>Fewer that 5% of high school students will be</p>		<p>Actual Annual Measurable Outcomes:</p> <p>30% of school staff submit a professional development plan to their site administrator on or before September 30.</p> <p>91.2% of eligible students participated in the California Assessment of Student Performance and Progress (CAASPP) testing.</p> <p>73% of graduates meet the a-g UC/CSU entrance requirements.</p> <p>47% of students who take the Advanced Placement exams score a 3 or higher.</p> <p>The CAHSEE was suspended in fall of 2015 and therefore there are no scores to report.</p> <p>63% of juniors are recognized as “college ready” or “conditionally college ready” on the EAP exams in ELA and 26% of juniors are recognized as "college ready" or "conditionally college ready" on the EAP exams in mathematics.</p> <p>90% of 9-12 class cohort graduate from high school.</p> <p>95% of students are in attendance daily, averaged over the year.</p> <p>5% of students were classified as chronic absentees during the year.</p> <p>0% of middle school students were classified as drop</p>

	<p>classified as <i>drop outs</i> during the year.</p> <p>Fewer than 7.5% of students are suspended in the year.</p> <p>Fewer than 3% of students are expelled in the year.</p> <p>60% of students who participate in California's Physical Fitness Test score within the <i>Healthy Fitness Zone</i> in at least five of the six areas.</p> <p>95% of K-8 students demonstrate mastery of the academic skills needed for promotion to the next grade level at the end of the year.</p> <p>90% of English Learners are reclassified Fluent English Proficient within eight years of initial enrollment.</p> <p>70% of grade 9-12 students participate in at least one extra- or co-curricular activity.</p>		<p>outs during the year.</p> <p>0% of high school students were classified as drop outs during the year.</p> <p>.04% of students are suspended in the year.</p> <p>0% of students are expelled in the year.</p> <p>100% of grade 5 students who participated in California's Physical Fitness Test scored over 60% in the <i>Healthy Fitness Zone</i> in all six areas. 100% of grade 7 students who participated scored over 60% in all six areas. Grade 9 students scored over 60% in 4 of the 6 areas.</p> <p>98% of K-8 students demonstrate mastery of the academic skills needed for promotion to the next grade level at the end of the year.</p> <p>90% of English Learners are reclassified Fluent English Proficient within eight years of initial enrollment.</p> <p>65% of grade 9-12 students participate in at least one extra- or co-curricular activity.</p>
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Fund professional development activities for local programs, NCLB compliance requirements, and travel and conference to remote professional development locations.	\$ 10,500 Title II Ag Incentive	Funded professional development activities for local programs, new curriculum, NCLB compliance requirements, and travel and conference to remote professional development locations. More training will be happening this summer for the new curriculum that will be used in the fall.	\$ 15,000 Title II, Federal Resource 4035

Scope of service:	All Grades: All		Scope of service:	All Grades: All	
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			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		
Fund assessment program including ELA and math interim assessments and physical fitness testing.		\$ 2,000 LCFF	Continued to fund the purchase of on-line tests for ELA and mathematics (Accelerated Reader, Math, and Language Arts). Physical Fitness testing has minimal cost.	\$ 10,800 LCFF Base, Unrestricted and Supplemental	
Scope of service:	All Grades: All		Scope of service:	All Grades: All	
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			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		

Provide sections for remedial and enrichment courses in the high schools (7-12) class schedules.		\$ 175,000 LCFF	The following remedial and enrichment courses are being offered at our high schools: Enrichment: AP Government, AP US History, AP Calculus, AP Chemistry, AP English Language Literature, AP Language Composition, AP Studio Art, Honors Trigonometry, Honors English 10 Remediation - ELA Intervention, Core Intervention	\$100,000 LCFF Base and Supplemental, Sierra COE
Scope of service:	Downieville Junior/Senior High School Grades: 7th, 8th, 9th, 10th, 11th, 12th		Scope of service: Downieville Junior/Senior High School Loyalton High School Grades: 7th, 8th, 9th, 10th, 11th, 12th	
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			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	
Fund an Academic Advisor for 9-12 students to assist them in meeting academic needs according to their future plans.		\$ 14,000 LCFF	We funded an academic advisor for 9-12 students to assist them in meeting academic needs according to their future plans. This position is 1 section at Loyalton High School and 1 section at Downieville Jr/Sr High School.	\$ 28,000 LCFF Base
Scope of service:	Loyalton High School Grades: 9th, 10th, 11th, 12th		Scope of service: Loyalton High School Grades: 9th, 10th, 11th, 12th	

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			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	
Fund intensive intervention instruction for students in grades K-12 ELA and mathematics.		\$ 96,000 LCFF	The district has created an afterschool tutoring program for students. This program is being held from 2 days to 4 days a week at each site. It is run by credentialed teachers. The district is also providing a limited bus route for those students that live beyond walking distance. This program is being funded by Sierra County Office of Education.	\$ 7,250
Scope of service:	All Grades: All		Scope of service:	All Grades: All
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			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	

<p>What changes in actions, services, and expenditures</p>	<p>Teachers will be getting additional professional development on the new curriculum that has been adopted. This professional development will continue as courses continue to be revised to meet the more rigorous college entrance and career preparation standards. We are hopeful that the CAASPP interim assessments will provide more detailed feedback for those grade levels that are not testing so that other benchmarks will no longer be necessary. We are no longer relying on AYP to provide a measure since AYP has been suspended at this time.</p> <p>We are continuing to evaluate our English Learners test scores on the CELDT and the CAASPP and we continue to review the students' progress in the core subjects to determine which students are ready to be reclassified. Our EL staff works directly with the principals and teachers to help determine which students should be reclassified. The EL staff works directly with the EL students daily.</p>
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<p>Original Goal from prior year LCAP:</p>	<p>All stakeholders are engaged in promoting a district culture where student success is realized, communicated, and celebrated.</p>	<p>Related State and/or Local Priorities: _1 _2 X 3 _4 _5 X 6 _7 _8 Local:</p>
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Goal Applies to:	Schools:	All		
		Grades: All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	<p>75% of subgroups are represented on the School Site Councils.</p> <p>50% of parents return the annual School Climate Survey.</p> <p>80% of students return the annual School Climate Survey.</p> <p>There will be parent participation of children with exceptional needs, English Learners, and Foster Youth on the Parent Advisory Committee.</p> <p>50 stakeholders will participate in at least one of the Community Forums.</p>		Actual Annual Measurable Outcomes:	<p>0% of subgroups are represented on the School Site Councils. Ten people are on the site council. Our subgroups are a very small percentage of our total population, therefore, it is difficult to recruit members from our subgroups. We will work on making this happen for next year.</p> <p>Parent survey was not conducted this year.</p> <p>87% of students returned the annual School Climate Survey.</p> <p>We have a small parent participation of children with exceptional needs, English Learners, and Foster Youth on the Parent Advisory Committee.</p> <p>About 75 stakeholders participated in the three Community Forums.</p>
LCAP Year: 2015-16				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Fund administration of student/parent school climate and other parent engagement surveys through the school sites. Publicize results. Schedule Community Forums to discuss outcome of surveys and to prioritize and gather input for future LCAPs. Explore ways to support School Site Council membership.	<p>\$ 750</p> <p>LCFF</p> <p>Title I</p>	<p>Scheduled and hosted Community Forums at each comprehensive school site in the district. Provided a simple dinner to promote participation. Invited stakeholders through an all-call to all student homes and publicized the events throughout the district.</p> <p>Administered student school climate survey and discussed results to determine areas of needed improvement.</p>	<p>\$ 750</p> <p>Federal Resource 3010/Title I, LCFF Base</p>	

Scope of service:	All Grades: All		Scope of service:	All Grades: All	
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			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	We hope to administer and fund the parent survey this next school year to all parents in our district. We will continue to hold community forums at least once per year at each school site to discuss the state of the schools and our LCAP. School site councils are active and meet regularly at each school site. This will continue. The community forums have been very effective in gathering information from our key stakeholders. The meeting is very informal and gives the superintendent an opportunity to report out on the state of the schools and hear what the community sees as needs for our schools.				

Original Goal from prior year LCAP:	All schools and facilities are accessible, safe, and healthy places for students, staff, and community; and all classrooms are designed and furnished for optimal learning.		Related State and/or Local Priorities: X 1 _2 _3 _4 _5 X6 _7 _8 Local:
Goal Applies to:	Schools:	All	
	Grades:	All	
	Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	<p>60% of students will report they feel “very safe” at school based on data from the California Healthy Kids Survey (CHKS).</p> <p>4% or fewer students have been suspended or expelled because of a physically violent act.</p> <p>75% of parents and students who return School Climate Surveys will report overall positive responses.</p> <p>85% of schools will score Good or Exemplary on the annual Facilities Inspection Tool (FIT).</p>	Actual Annual Measurable Outcomes:	<p>60% of 8th grade students and 89% of 12th grade students feel “very safe” at school based on data from the latest administration of the California Healthy Kids Survey (CHKS). Because of our low numbers we did not get individual results from the other grade levels.</p> <p>.01% or fewer students have been suspended or expelled because of a physically violent act.</p> <p>75% of students who returned School Climate Surveys have overall positive responses.</p> <p>100% of schools scored Good or Exemplary on the annual Facilities Inspection Tool (FIT).</p>
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Funding for maintenance and custodial staff and all costs necessary to care for school buildings, grounds, and classrooms to provide a safe environment for student, staff, and visitors.	\$ 780,000 LCFF	District continues to fund maintenance and custodial staff and all costs necessary to care for school buildings, grounds, and classrooms to provide a safe environment for students, staff, and visitors.	\$600,000 LCFF Base, State Prop 39 Resource 6230

Scope of service:	All Grades: All		Scope of service:	All Grades: All	
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			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		
Fund training for students and staff in programs that promote school climate and student safety.		\$ 5,000 LCFF	Loylton High School needs to request continued training for the resarch validated PeaceBuilder/Peace Mediator program that is used at that site to promote a safe and healthy place for students and staff.	\$ 5,000 LCFF Base	
Scope of service:	All Grades: All		Scope of service:	Loylton High School Grades: 7th, 8th, 9th, 10th, 11th, 12th	
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			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		

Develop a three- to five-year facility plan to address major repairs and maintenance projects.		No Expenditures	A plan is in place and reviewed annually for updates. This year we did not have any major repairs. The district is continually reviewing the HVAC system at Downieville School to determine the need for replacement. Energy efficient projects are to be determined for upcoming years.		No Expenditures
Scope of service:	All Grades: All		Scope of service:	All Grades: All	
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			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		
Develop a plan to replace classroom furnishings and technology on a regular basis and budget accordingly.		No Expenditures	The technology committee is continually reviewing and planning for the district needs for new computers, servers, poly-com cameras/projectors, Smartboard projectors and maintenance of all equipment. The technology plan is updated annually. Classroom/school furnishings are also evaluated yearly and purchased accordingly.		budgeted \$156,000 LCFF Base and Non- Prop 20 Lottery Resource 1100
Scope of service:	All Grades: All		Scope of service:	All Grades: All	

<p>X 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 <input type="checkbox"/> Other</p>		<p>X 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 <input type="checkbox"/> Other</p>
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What changes in actions, services, and expenditures

Loyalton High School needs to request training for the research validated PeaceBuilder/Peace Mediator program that is used at that site to promote a safe and healthy place for students and staff. This program has been very effective in helping students resolve behavioral issues before they become an issue with the principal.

District will continue to replace classroom/school furniture and fixtures as needed.

Technology is an ongoing priority in the district. We have provided chromebooks for all students in grades 3 through 12. We will continue to replace these devices as needed. Grades 3 through 6 each have chromebook labs in their classrooms and every student in grades 7 through 12 have their own individual chromebook.

Grades K through 2 use an i-pad lab that is shared. The chromebooks have been very effective. Students in grades 7-12 have been able to take the chromebooks home to do homework and for classroom projects that have been assigned. The elementary students have several programs that they use to supplement the core curriculum. The elementary students are learning keyboarding which is very effective especially when taking the state computerized testing in the spring.

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:	93188
<p>Sierra Plumas Joint Unified School District reports an unduplicated student count of 48.69%, determined using the rolling average calculation. The District used the funding provided through the Local Control Funding Formula along with significant funding from the general fund and other sources to provide for the district's major goals of providing all students in Grades K-12 with academic instruction and practice in English Language Arts and Mathematics to enable all students to achieve academic success in all core areas and to leave our schools as high school graduates with transition plans for productive futures. A major focus of our funding has been to provide students with the support they need to gain the skills in elementary school to be able to access the more rigorous core areas in high school. This is accomplished in a major way through funding professional development for staff, hiring an intervention instructor to work closely with teachers and students, and providing paraprofessionals to support struggling learners. Funding is also provided to ensure that schools are inviting, safe places for students to learn. Other major school goals include efforts to cultivate programs and activities that support student physical, social, and emotional growth and development. While we have few English Learners and even fewer foster youth, these groups are supported directly and immediately through the use of paraprofessionals, research based intervention programs, and classroom instruction that is designed to meet the varying needs of students. Because of the small school sizes we enjoy in our district, programs we design for our unduplicated student population are often available to the general student population. Students who may not qualify as Title I students but who need support, find that they are able to be included in support programs because of the small population. English Learners and Foster Youth are welcomed and frequently joined by other students who also benefit from the support they are provided. In high schools, major efforts are given to providing intervention, remediation, and enrichment courses even when only a small number of students need or desire the courses. Response to Intervention occurs quickly and students do not maintain poor attendance or poor academic achievement without notice. This has allowed our schools to enjoy high graduation and low truancy rates. Our efforts at developing school culture have resulted in no expulsions for several years and a very low suspension rate.</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.

2.64	%
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The district determined that the greatest need this year was a Title I Intervention teacher for Loyaltan Elementary School. Because of budget reductions in previous years, the class sizes at Loyaltan Elementary have risen steadily without additional support. This year a major portion of the Local Control Funding Formula went to providing this teacher who has administered an effective pull out program to meet the needs of the unduplicated pupils. Because of our small size, other pupils were also served as time permitted.

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).