

# Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#) [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: Essential data to support completion of this LCAP. Please analyze the LEA’s full data set; specific links to the rubrics are also provided within the template.

LEA Name	Sierra –Plumas Joint Unified School District/Sierra County Office of Education		
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## 2017-20 Plan Summary

### THE STORY

Briefly describe the students and community and how the LEA serves them.

The Sierra-Plumas Joint Unified School District and Sierra County Office of Education serves all of Sierra County and the eastern quarter of Plumas County. A five person Governing Board, each member of which represents a defined geographical area of the District, governs the District. The District Governing Board also serves as the Sierra County Board of Education.

Sierra County lies northeast of Sacramento and borders the State of Nevada on the east. Located in the heart of the Northern Sierra Nevada Mountains, it contains one-half million acres of forestland, forty-five mountain lakes, and an estimated seven hundred miles of trout streams. The eastern quarter of Plumas County lies within the boundaries of the Sierra-Plumas Joint Unified School District, and children from the towns of Vinton, Chilcoot, and Beckwourth attend school in Loyalton. Elevations within the District range from 2000 to nearly 9000 feet. Heavy snowfall and extreme temperatures are the general rule during the winter at the higher elevations. Eastern Sierra and Plumas county include the great Sierra Valley, once an ancient lakebed but is now the largest alpine valley in the Sierra Nevada range, a natural area for agriculture, timber production and mineral extraction operations. The western portion of Sierra County is heavily forested, has timber management areas, and contains both lode and placer gold mining operations. Gold was discovered here in 1849, and the area is

rich in early California history. Recreational activities abound including fishing, hunting, skiing, hiking, camping, boating, and visits to points of historical interest.

We envision schools where all children succeed, where all children feel safe, and where their curiosity is cultivated. We provide an educational environment that encourages productive, responsible citizens. It is our goal to equip students with the tools to live and to contribute successfully in a rapidly changing world. Our schools offer a challenging, meaningful, and relevant curriculum that values creativity, critical thinking, and effective communication. Our students apply knowledge to new contexts and do so with honesty and integrity. Our students learn to appreciate beauty and care for the environment as well as each other and ultimately understand that their actions make a difference.

In order to streamline the District's efforts in promoting a quality teaching delivery system utilizing the latest in standards-based curriculum, educational technology tools, and a robust professional development plan, we are not specifically addressing certain state priorities with goals, actions, or services. For example, the District's metrics in state priority 5, Pupil Engagement, are so strong to the positive in the areas of attendance rates, chronic absenteeism rates, dropout rates in both middle and high school, and high school graduation rates that we are not specifically designing improvement efforts to address these areas.

As we maneuver our LCAP to a streamlined document that truly reflects our District's improvement efforts, we are opting to keep our goals, actions, and services to a minimum to ensure quality focus, versus quantity bloat.

Administrators – 4

Bargaining Unit Representatives – 4

Community – 3,240

Principals – 2.5

School Personnel – 72

Students – 409

English Learners - 16

Foster Youth - 2

Homeless Youth - 1

Pupils with Disabilities – 46

Socio-economically disadvantaged – 40%

## **LCAP HIGHLIGHTS**

Identify and briefly summarize the key features of this year's LCAP.

Our LCAP is focused on student learning, professional development for all staff, and new standards based curriculum in math and language arts at all grade levels. We continue to increase our stakeholder engagement through more meaningful methods, such as, more contact with parents, students, community members, and district wide meetings. By obtaining more feedback from all stakeholders in the community we can improve more areas in the education of our Sierra/Plumas County students.

The District will continue with early out Wednesdays built into our calendar in order to offer more consistent professional development for all staff district wide. The District found the early out Wednesdays to be successful and allowed staff to receive professional development.

## **REVIEW OF PERFORMANCE**

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

## **GREATEST PROGRESS**

The district hired a full time English Learner Paraprofessional who serves the entire district EL population. Our test scores have continued to increase in both Math and English Language Arts.

The district has hired a full-time curriculum coordinator for the 2018-2019 school year to guide the district in adopting current curriculum to meet California Common Core State Standards and to provide the necessary staff professional development in all areas of academics and behavioral needs.

District wide Math and Language Arts curriculum were adopted and implemented this year for grades K-12 that is aligned with the California Standards.

Loyalton Elementary School now has a full time principal.

All student 7-12 have chrome books that they are allowed to take home and use for their school assignments and projects.

Grades K-6 have one-to-one chrome books and or iPads within the classroom to be used at school for classroom assignments and projects.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

## **GREATEST NEEDS**

Sierra-Plumas JUSD has room for growth in both Language Arts and Math CAASPP scores for all grades tested. No dashboard indicator showed orange or red performance, however, the district will continue to address the need to increase performance on state testing.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

## **PERFORMANCE GAPS**

The district does not have any student subgroups that are two or more performance levels below the “all student” performance. The steps that we have taken to improve our student performance levels are:

- (a) New math and language arts curriculum
- (b) After school tutoring
- (c) Part-time curriculum coordinator

(d) RTI meetings for at-risk students

### INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

We will continue to fund and offer after school tutoring and intervention services within the school day. We will continue to fund and provide a full time English Learner paraprofessional and continue to fund and expand counseling services for all students in need of that service. Science and Social Science curriculum need to be adopted to meet the new standards.

We will continue to upgrade student computers and stay current with technology for all students.

The District will continue a separate Transitional Kindergarten/Kindergarten classroom program with a fully credentialed teacher.

### BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

#### DESCRIPTION

#### AMOUNT

Total General Fund Budget Expenditures for LCAP Year

\$ 7,777,444

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year

\$ 329,397

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

Overall salaries and benefits for all staff are not included in LCAP expenditures unless they are noted as specific services in the LCAP Goals. General services such as transportation, cafeteria, maintenance projects, utilities and operating expenses are not included in LCAP goals unless specific to LCAP Goals.

\$ 5,689,262

Total Projected LCFF Revenues for LCAP Year

# Annual Update

LCAP Year Reviewed: 2016-2017

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

## Goal 1

All students receive instruction and services to support their intellectual, social, emotional, and physical development.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL   N/A  

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

100% of teachers are fully credentialed for any core subject they are teaching and have certification to teacher English Learners.

60% of courses have adopted instructional materials, textbooks, and course outlines to meet the California Common Core State Standards.

100% of K-8 students are placed in broad courses of study.

90% of 9-12 students are making adequate progress towards graduation.

70% of students in grades 9-12 participate in at least one extra/co-curricular activity during the academic year.

30% of graduates complete a Career Technical Pathway prior to graduation.

#### ACTUAL

90% of our current teachers are fully credentialed

50% of core courses have adopted instructional materials, textbooks, and course outlines to meet the CCSS.

100% of K-8 students are placed in broad courses of study.

100% of 9-12 students are making adequate progress towards graduation

73% of students in grades 9-12 participate in at least one extra/co-curricular activity during the academic year.

38% of graduates complete a Career Technical Pathway prior to graduation.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action **1**

Actions/Services	<p><b>PLANNED</b> Development of a five-year textbook adoption plan proposed by Sierra-Plumas Teachers' Association and approved by the School Board.</p>	<p><b>ACTUAL</b> We are on track for a five-year adoption plan that follows the state textbook guidelines.</p>
Expenditures	<p><b>BUDGETED</b> -0-</p>	<p><b>ESTIMATED ACTUAL</b> -0-</p>

Action **2**

Actions/Services	<p><b>PLANNED</b> Purchase of textbooks and instructional materials and development of updated course outlines to align with CCSS in accordance with the five-year adoption plan.</p>	<p><b>ACTUAL</b> We purchase K-5 math curriculum and K-12 English Language Arts curriculum district wide.</p>
Expenditures	<p><b>BUDGETED</b> \$100,000 LCFF Base and Prop 20 Lottery Resource 6300</p>	<p><b>ESTIMATED ACTUAL</b> \$153,586 RS0000.6300 0B4100.4300-4305</p>

Action **3**

Actions/Services	<b>PLANNED</b> Fund Title I instructional aides at each school site in the district to provide support for students in core academic subjects.	<b>ACTUAL</b> All schools in the district have Title I instructional aides.
	<b>BUDGETED</b> \$ 55,000 Federal Title I Resource 3010 and LCFF Supplemental	<b>ESTIMATED ACTUAL</b> \$86,019

Action **4**

Actions/Services	<b>PLANNED</b> Fund English Language Learner instructional aides to provide support in core academic subjects and language acquisition.	<b>ACTUAL</b> District hired a full-time instructional aide to serve all EL students in the district.
	<b>BUDGETED</b> \$ 40,000 LCFF Supplemental	<b>ESTIMATED ACTUAL</b> \$ 8,236 Prog. 016

Action **5**

Actions/Services	<b>PLANNED</b> Provide part time Career Technical Education courses for students in grades 7-12 and fund extended summer contract for Agriculture teacher.	<b>ACTUAL</b> We are funding an active Career Technical pathway for all 9-12 students in the district. Funding is also provided for extended summer contract for the Agriculture teacher.
	<b>BUDGETED</b> \$ 60,000 LCFF Base, Sierra COE Ag Incentive Grant 7010, and Carl Perkins Grant 3550	<b>ESTIMATED ACTUAL</b> \$13,348

Action **6**

Actions/Services	<b>PLANNED</b> Support co- and extra-Curricular activities, such as athletics and field trips.	<b>ACTUAL</b> The district offers funding for athletics and field trips to all schools.
	<b>BUDGETED</b> \$ 60,000 LCFF Base and Non-Prop 20 Lottery Resource 1100	<b>ESTIMATED ACTUAL</b> \$63,720 Prog. 060.119

Action **7**

Actions/Services	<b>PLANNED</b> Fund an Art Specialist to work in grades K-6	<b>ACTUAL</b> Art Specialists are funded to work in grades K-6 throughout the district.
	<b>BUDGETED</b> \$ 15,000 LCFF Base	<b>ESTIMATED ACTUAL</b> \$ 5,000

Action **8**

Actions/Services	<b>PLANNED</b> Consider hiring a credentialed PE teacher to serve all students.	<b>ACTUAL</b> District is hiring a credentialed PE teacher to serve students 7-12.
Expenditures	<b>BUDGETED</b> -0-	<b>ESTIMATED ACTUAL</b> -0-

Action **9**

Actions/Services	<b>PLANNED</b> Fund instructors, course materials, and supplies for continuation high school for 3 days a week.	<b>ACTUAL</b> The district still funds the continuation high school for 3 days a week.
Expenditures	<b>BUDGETED</b> \$ 55,000 LCFF Base/Supplemental	<b>ESTIMATED ACTUAL</b> \$57,257

Action **10**

Actions/Services	<b>PLANNED</b> Fund instructors, course materials, online resource, and supplies for Independent Study Program for 3 days a week.	<b>ACTUAL</b> The district still funds the Independent Study Program for 3 days a week.
Expenditures	<b>BUDGETED</b> \$ 47,000 LCFF Base	<b>ESTIMATED ACTUAL</b> \$50,553 Prog. 081

ANALYSIS

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	The district provides curriculum to all students matching up with California Content Standards. Textbooks will be adopted based on the State guidelines. Personnel have been hired and maintained to obtain maximum benefit to all students.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The teachers are confident that the new curriculum that was adopted will be effective in meeting the State Content Standards. Students attending counseling and tutoring services have been successful for all those students.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Differences between budgeted and actual expenditures have been minimal.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	Some additions to the District’s program have been made for this goal particularly in the area of Multi –Tiered Systems of Support (MTSS) as described in 17-18 actions and services.

## Goal 2

All students engage in a rigorous curriculum and acquire the knowledge, critical thinking skills, and characteristics needed for success in college, career, and life.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL   N/A  

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

There is a published school calendar that includes minimum days designated for professional collaboration.

100% of school staff submits a professional development plan to their site administrator on or before September 30.

100% of eligible students participate in the California Assessment of Student Performance and Progress (CAASPP testing).

50% of students met or exceeded standards on the 2016 CAASPP test.

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

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

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

#### ACTUAL

Every year a school calendar is adopted by the Board and published.

100% of school staff participated in a school curriculum and instruction survey to aid the curriculum coordinator in creating a district professional development plan.

100% of eligible students participated in CAASPP.

46% of students met or exceeded standards in English Language Arts and 33% of students met or exceeded standards in Math.

Most students have achieved grade level within two years of entering an intensive intervention program.

57% of graduates met the a-g UC/CSU entrance requirements.

38% of students who took the Advanced Placement exams scored a 3 or higher.

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

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

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

Fewer than 9% of students will be classified as chronic absentees during the year.

Fewer than 4% of middle school level students will be classified as *drop outs* during the year.

Fewer than 4% of high school level students will be classified as *drop outs* during the year.

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

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

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

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

90% of English Learners will demonstrate improvement on their CELDT test and show progress toward re-designation.

Due to a testing error, there were no scores documented for this goal to be measured.

100% of 9-12 class cohort graduate from high school.

94% of students are in attendance daily, average over the year.

We have less than 9% of students classified as chronic absentees during the school year.

We have had no middle school level students classified as drop outs during the year.

We have had no high school level students classified as drop outs during the year.

Our suspension rate is less than 5% for the year.

We have had no students expelled this year.

Over 65% of students scored within the HFZ in 5 of 6 areas.

100% of K-8 students demonstrate mastery of the academic skills needed for promotion to the next grade level at the end of the year.

90% of EL students demonstrate improvement and show progress toward re-designation.

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

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

30% of graduates have completed a Career Technical pathway.

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

90% of EL students are reclassified within eight years.

29% of graduates who are Ag Completers receive their State FFA Degree

38% of graduates have completed a Career Technical pathway.

67% of grade 9-12 students participate in at least one extra- or co-curricular activity.

ACTIONS / SERVICES

Action **1**

Actions/Services

**PLANNED**  
Fund professional development activities for local program, NCLB compliance requirements, and travel and conference to remote professional development locations.

**ACTUAL**  
The district continues to fund professional development activities.

Expenditures

**BUDGETED**  
\$ 10,000  
Federal Resource 4035, Title II and/or Educator Effectiveness Resource 6264

**ESTIMATED ACTUAL**  
\$34,360

Action **2**

Actions/Services	<p><b>PLANNED</b> Fund assessment program including ELA and math interim assessments and physical fitness testing.</p>	<p><b>ACTUAL</b> The district continues to fund all assessment programs.</p>
Expenditures	<p><b>BUDGETED</b> \$ 10,000 Federal Small Rural Achievement Grant Resource 5811</p>	<p><b>ESTIMATED ACTUAL</b> \$ 9,380</p>

Action **3**

Actions/Services	<p><b>PLANNED</b> Provide sections for remedial and enrichment courses in the high schools (7-12) class schedules</p>	<p><b>ACTUAL</b> District provides AP and Honors courses, online foreign language and computer courses. District also provides core intervention courses.</p>
Expenditures	<p><b>BUDGETED</b> \$175,000 LCFF Base, Sierra COE</p>	<p><b>ESTIMATED ACTUAL</b> \$180,000</p>

Action **4**

Actions/Services	<p><b>PLANNED</b> Fund an Academic Advisor for 9-12 students to assist them in meeting academic needs according to their future plans.</p>	<p><b>ACTUAL</b> District continues to fund an academic advisor.</p>
Expenditures	<p><b>BUDGETED</b> \$ 14,000 LCFF Base</p>	<p><b>ESTIMATED ACTUAL</b> \$11,700</p>

Action **5**

<p>Actions/Services</p>	<p><b>PLANNED</b> Fund intensive intervention instruction for students in grades K-12 ELA and mathematics during the school day.</p>	<p><b>ACTUAL</b> District continues to fund intensive intervention instruction throughout the day.</p>
<p>Expenditures</p>	<p><b>BUDGETED</b> \$ 96,000 LCFF Base/Supplemental and Sierra County Office of Education</p>	<p><b>ESTIMATED ACTUAL</b> \$80,366</p>

Action **6**

<p>Actions/Services</p>	<p><b>PLANNED</b> 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><b>ACTUAL</b> District continues to fund the after-school tutoring for students in grades 1-12. Because of lack of ridership, the busing was not continued.</p>
<p>Expenditures</p>	<p><b>BUDGETED</b> Funded through Sierra County Office of Education through the Foster Youth Grant.</p>	<p><b>ESTIMATED ACTUAL</b> \$ 6,552.96 RS7366 – Foster Youth Grant - SCOE</p>

**ANALYSIS**

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	District provided funding for college field trips (9-12), academic advising/four-year planning (9-12), afterschool tutoring (all schools), remedial and enrichment course (all schools), counseling services (all schools).
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	By providing these services, a large percentage of students go off to 2 year and/or 4-year colleges or successful careers. The district offers an eight-course schedule, which allows for an array of course offerings.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Differences between budgeted and actual expenditures have been minimal.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	The district has provided more services in academic advising, MTSS, career counseling, and college access field trips. Professional development activities held every “early release Wednesdays” as described in 17-18 actions and services.

# Goal 3

All stakeholders are engaged in promoting a district culture where student success is realized, communicated, and celebrated.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL   N/A  

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

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

65% of parents return the annual School Climate Survey.

90% of students return the annual School Climate Survey.

60 stakeholders participate in the Community Forums.

### ACTUAL

80% of subgroups are represented on the School Site Councils.

Monthly SPJUSD Board of Trustees meetings are clearly indicated.

90% of parent surveys sent out were returned.

100% of students surveyed returned the survey.

48 stakeholders participated in the Community Forums.

ACTIONS / SERVICES

Action **1**

<p>Actions/Services</p>	<p><b>PLANNED</b> Fund administration of student/parent school climate and other parent engagement surveys through the school sites. Publicize results. Schedule Community Forums to discuss outcomes of surveys and to prioritize and gather input for future LCAPs. Explore ways to support School Site Council membership.</p>	<p><b>ACTUAL</b> Student/parent school climate surveys were funded. Results are publicized on SCOE website. Our community forums are scheduled for May 15, May 22, and May 30, they will be held at each school site and used to communicate with all stakeholders the successes of the students and each school site.</p>
<p>Expenditures</p>	<p><b>BUDGETED</b> \$ 750 Federal Resource 3010, Title I, LCFF Base</p>	<p><b>ESTIMATED ACTUAL</b> \$ 575</p>

Action **2**

<p>Actions/Services</p>	<p><b>PLANNED</b> Fund counseling services for students K-12 delivered through Sierra County Mental Health counselors.</p>	<p><b>ACTUAL</b> District continues to fund K-12 counseling services through Sierra County Mental Health. The school district added an extra day to counseling services for Loyalton.</p>
<p>Expenditures</p>	<p><b>BUDGETED</b> Funded through Sierra County Office of Education Foster Youth Grant</p>	<p><b>ESTIMATED ACTUAL</b> \$ 60,133</p>

**ANALYSIS**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	Student/parent surveys give the district important feedback from our stakeholders. This information gives the district important input on SPJUSD programs and services.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The counseling services have been very effective to reach students who were underserved previously.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Differences between budgeted and actual expenditures have been minimal.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	The district enhanced this goal with more comprehensive outreach in 17-18. However, this goal will not be specifically rolled over into 18-19.

# Goal 4

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.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL   N/A  

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

70% of students feel “very safe” at school based on data from the latest administration of the California Health Kids Survey (CHKS).

3% or fewer students have been suspended or expelled because of a physically violent act.

75% of parents and students who return School Climate Surveys have overall positive responses.

100% of schools scored Good or Exemplary on the annual Facilities Inspection Tool (FIT).

Evidence indicates there is a plan in the district budget for facility contingencies.

Evidence indicates there is funding in the district budget for classroom furniture, fixtures.

### ACTUAL

95% of students feel “very safe” at school based on the data from the latest CHKS.

.05% were suspended because of a physically violent act. We have 0 students expelled.

95% of parents and students who returned the CHKS have overall positive responses.

100% of schools scored Good or Exemplary on the annual Facilities Inspection Tool (FIT).

Although there is not a designated budget item for deferred maintenance, the SPJUSD budgets for needed facility enhancements.

Many purchase orders have been processed to better equip classrooms throughout the district.

ACTIONS / SERVICES

Action **1**

Actions/Services	<p><b>PLANNED</b>                  Funding for maintenance and custodial staff and all costs necessary to care for school buildings, grounds, and classroom's to provide a safe environment for student, staff, and visitors.                  Function 8100</p>	<p><b>ACTUAL</b>                  The district continues to have funding for maintenance and custodial staff.</p>
Expenditures	<p><b>BUDGETED</b>                  \$740,000                  LCFF</p>	<p><b>ESTIMATED ACTUAL</b>                  \$776,990</p>

Action **2**

Actions/Services	<p><b>PLANNED</b>                  Fund training for students and staff in programs that promote school climate and student safety.</p>	<p><b>ACTUAL</b>                  District continues to fund training/implementation of the Peace Builder/Peace Mediator program. School assemblies and guest speakers that address school climate and student safety are held throughout the school year.</p>
Expenditures	<p><b>BUDGETED</b>                  \$ 5,000                  LCFF Base</p>	<p><b>ESTIMATED ACTUAL</b>                  \$ 4,750</p>

Action

**3**

Actions/Services	<b>PLANNED</b> Facility repairs to include replacing carpet at LES in specified areas.	<b>ACTUAL</b> The district continues to make repairs as needed. Carpet to be installed summer of 2018 at LES in specified areas.
Expenditures	<b>BUDGETED</b> \$475,000 LCFF Base and State Prop 39 Resource 6230	<b>ESTIMATED ACTUAL</b> \$180,000

Action

**4**

Actions/Services	<b>PLANNED</b> Develop a plan to replace classroom furnishings and technology on a regular basis and budget accordingly.	<b>ACTUAL</b> Replacement of classroom furnishings and technology is an ongoing process.
Expenditures	<b>BUDGETED</b> \$ 20,000 LCFF Base, Non-Prop 20 Lottery Resource 1100	<b>ESTIMATED ACTUAL</b> \$ 27,358

**ANALYSIS**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

School sites are safe, clean, and orderly. Extra funding has been allocated to provide more maintenance/custodial services throughout all schools.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The actions and services described were completed on schedule. Proposition 39 monies were allocated and disbursed.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Differences between budgeted and actual expenditures have been minimal.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

As a goal for 18-19, we will continue to address deferred maintenance and major projects such as the Boiler replacement at Downieville School as described in goal #4 2017-18.

ACTIONS / SERVICES

**Goal  
5**

Foster and expelled students receive instruction and services to support their intellectual, social, emotional, and physical development. (Sierra County Office of Education – SCOE)

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL   N/A  

ANNUAL MEASURABLE OUTCOMES

**EXPECTED**

96% of expelled students will meet their academic needs through alternative pathways.

96% of foster parents will indicate that foster youth are being served appropriately.

92% of school registrars will be trained to meet enrollment and withdrawal requirements of foster youth including efficient expeditious transfer of health and education records and the health and education passport.

92% of school administrators will work closely with school secretaries to ensure that requests from the juvenile court and/or county child welfare agencies for information regarding delivery and coordination of educational services for foster youth be quickly and efficiently communicated between agencies.

85% of schools will have identified and trained an instructional aide to serve as an academic mentor/coach to foster students.

**ACTUAL**

We had no expelled students.

100% of foster parents have indicated that foster youth are being served appropriately.

100% of school registrars have been trained.

100% of school administrators are working closely with school secretaries.

100% of schools have identified and trained instructional aides to serve as an academic mentor/coach to foster students.

Action **1**

<p>Actions/Services</p>	<p><b>PLANNED</b> Continue to support Visual and Performing Arts (VAPA) in all schools. Provide matching funds for <i>Artists in the Schools</i> provided through Sierra County Arts Council. Grant funds are used at all school sites except Sierra Pass Continuation High School.</p>	<p><b>ACTUAL</b> The district continues to fund Visual and Performing Arts in all schools.</p>
<p>Expenditures</p>	<p><b>BUDGETED</b> \$ 5,000 Forest Reserve Revenue, Unrestricted Resource 0000</p>	<p><b>ESTIMATED ACTUAL</b> \$ 4,900</p>

Action **2**

<p>Actions/Services</p>	<p><b>PLANNED</b> Continue to support Career Technical Education in grades 7-12 through employment of Construction/Woodshop teacher and Career Specialist and by funding supplies for greenhouses and construction classes</p>	<p><b>ACTUAL</b> The district continues to support Career Technical Education in grades 7-12.</p>
<p>Expenditures</p>	<p><b>BUDGETED</b> \$ 57,000 LCFF Base, EPA Resource 1400</p>	<p><b>ESTIMATED ACTUAL</b> \$ 40,800</p>

ACTIONS / SERVICES

Action **3**

Actions/Services	<p><b>PLANNED</b> Continue to expand Career Technical Education opportunities and pathways by expanding use of greenhouses and garden programs to K-12 Science, health, and sustainable agriculture projects.</p>	<p><b>ACTUAL</b> All schools in the district now have greenhouses and garden programs.</p>
Expenditures	<p><b>BUDGETED</b> \$ 7,000 LCFF Base, EPA Resource 1400</p>	<p><b>ESTIMATED ACTUAL</b> \$ 7,000</p>

Action **4**

Actions/Services	<p><b>PLANNED</b> Continue to have Foster Youth Service Coordinator handle annual staff training and establish a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.</p>	<p><b>ACTUAL</b> The district continues to train and maintain the efficient expeditious transfer of health and education records of foster youth.</p>
Expenditures	<p><b>BUDGETED</b> \$ 2,000 Foster Youth Program Resource 7366</p>	<p><b>ESTIMATED ACTUAL</b> \$ 1,800</p>

ACTIONS / SERVICES

Action

# 5

Actions/Services	<p><b>PLANNED</b></p> <p>Provide certificated and classified staff for students with Individualized Education Programs (IEPs), provide a School Psychologist for all students as needed, and provide contracted services as needed for students with IEPs.</p>	<p><b>ACTUAL</b></p> <p>The district continues to provide staff for students with IEPs and continues to provide a school psychologist.</p>
Expenditures	<p><b>BUDGETED</b></p> <p>\$664,000</p> <p>Federal Resources 3315 &amp; 3320</p> <p>State Special Education Resource 6500</p> <p>LCFF Base</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>\$429,302</p>

**ANALYSIS**

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	Foster Youth advisory oversees that Foster Youth and expelled students are receiving instruction and services to support their intellectual, social, emotional, and physical development.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	We have a very small number of foster youth attending the schools in our county and the one foster family that has been here since the beginning of the school year has requested that we do not label their children as foster youth or provide any special services. They are, however, able to assess all services that are available to all children in the district.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Differences between budgeted and actual expenditures have been minimal.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	No changes to this goal. We will continue to train personnel to meet enrollment and withdrawal requirements, school administrators will continue to work with school secretaries to ensure that all requested information is efficiently communicated between agencies. Because we are a single district/county, this county goal will be included in the district LCAP in the future.

## Goal 6

Foster and expelled students engage in a rigorous curriculum and acquire the knowledge, critical thinking skills, and characteristics needed for success in college, career, and life. (SCOE)

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL \_\_\_N/A\_\_\_\_\_

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

87% or more of foster students will be in attendance daily, average over the year.

87% or more of expelled students will make adequate progress toward graduation in alternative settings.

4% or fewer of students will be expelled during the year.

95% of foster students will demonstrate mastery of the academic skills needed for promotion to the next grade level at the end of the year.

87% of foster and expelled students in grades K-9 will receive instruction in health using the adopted curriculum.

85% of foster youth and expelled students will participate in a physical education program.

65% of foster students in grades 9-12 will participate in athletics or extra-curricular activities.

#### ACTUAL

95% of foster students are in attendance daily.

We have no expelled students.

We have no expelled students.

95% of foster students demonstrate mastery of academic skills.

All foster youth and expelled students receive instruction in health.

All foster youth and expelled students participate in the required physical education program.

We had no foster youth in grades 9-12 for this school year.

85% of foster and expelled students who need intensive intervention in ELA or mathematics will be enrolled in a qualified intervention program.

All foster youth or expelled students who need intensive intervention are enrolled in a qualified intervention program.

ACTIONS / SERVICES

Action **1**

Actions/Services	<p><b>PLANNED</b>                  Early release Wednesdays are scheduled each week for staff to work on professional development. Certificated staff attends professional development programs/conferences.</p>	<p><b>ACTUAL</b>                  The district provides early release every Wednesday for staff to work on scheduled professional development.</p>
Expenditures	<p><b>BUDGETED</b>                  \$ 2,500                  RSDSS                  Resource 3020</p>	<p><b>ESTIMATED ACTUAL</b>                  \$ 6,636 from Resource 3020</p>

Action **2**

Actions/Services	<p><b>PLANNED</b>                  Continue to fund instructional aides to work with exceptional need students.</p>	<p><b>ACTUAL</b>                  The district continues to fund instructional aides to work with exceptional need students.</p>
Expenditures	<p><b>BUDGETED</b>                  \$ 69,000                  Federal Resources 3310 &amp; 3320</p>	<p><b>ESTIMATED ACTUAL</b>                  \$107,028                  Salaries &amp; Benefits for instructional aides in Resources 3310 &amp; 3320, 6500, 7366</p>

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

<p>Describe the overall implementation of the actions/services to achieve the articulated goal.</p>	<p>Foster Youth advisory oversees that Foster Youth and expelled students are engage in a rigorous curriculum and acquire the knowledge, critical thinking skills, and characteristics needed for success in college, career, and life.</p>
<p>Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.</p>	<p>We have a very small number of foster youth attending the schools in our county and the one foster family that has been here since the beginning of the school year has requested that we do not label their children as foster youth or provide any special services. They are, however, able to assess all services that are available to all children in the district.</p>
<p>Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.</p>	<p>Differences between budgeted and actual expenditures have been minimal.</p>
<p>Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.</p>	<p>Because we are a single district/county, this county goal may be included in the district LCAP in the future, but not specifically addressed in 17-18. The school administrators will work closely with the teachers to ensure that a rigorous curriculum is being provided to all students in the district/county.</p>

# Goal 7

All stakeholders are involved in promoting a district culture where foster youth and expelled students realize success and that success is communicated and celebrated. (SCOE)

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL   N/A  

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

60 stakeholders will attend one of three annual Community Forums to provide input for the LCAP.

96% of County staff will receive training related to coordinated services for foster youth and expelled students and will gain information and tools to minimize changes in school placement of foster youth.

### ACTUAL

48 stakeholders attended the Community Forums.

The district provided training to the Foster Youth Liaison representative.

ACTIONS / SERVICES

Action

1

Actions/Services

**PLANNED**

Continue to promote and host Community Forums, maintain County website, contract for telecommunications equipment and services, and provide for communication with stakeholders.

**ACTUAL**

The district continues to promote and fund the Community Forums, the County website, the contract for telecommunications equipment and services, and promotes communication with stakeholders throughout the year.

Expenditures

**BUDGETED**

\$120,000  
LCFF Base  
Resource 0000  
Forest Reserves Revenue Unrestricted  
Resource 0000

**ESTIMATED ACTUAL**

\$126,000  
Contracted services for web maintenance, web hosting, telecommunications & equipment. Communication with stakeholders.

## ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Three community forums were held in the spring to present to the stakeholders the new LCAP goals, the state of the schools, and to receive input into improvements that could be made in all schools of the district.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The community forums are well attended for a small community. Because our district/county is so small we have a wonderful opportunity to meet casually with stakeholders at different school functions throughout the year and hear their concerns and/or suggestions to make our schools even better than they are now.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Differences between budgeted and actual expenditures have been minimal.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Because we are a single district/county, this county goal may be included in the district LCAP in the future but not specifically addressed in 17-18. We will continue to hold community forums during the school year to get input from our stakeholders. We also will encourage stakeholders to attend school functions and to feel free to speak with administrators, teachers, and other staff regarding their concerns.

## Goal 8

The educational outcomes of foster youth will mirror those of the general student population. (SCOPE)

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL \_\_N/A\_\_\_\_\_

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

Gap between foster youth and general student population will decrease by 10% with regard to attendance rates; school discipline rates; standardized testing participation rates; standardized test scores; course passage rates with C or higher; A-G enrollment and passage rates; AP and CTE enrollment and passage rates; dropout rates; graduation rates.

#### ACTUAL

The district continues to support foster youth education to decrease the gap between foster youth and general student population.

ACTIONS / SERVICES

Action **1**

Actions/Services	<b>PLANNED</b> For foster youth: Establish policy and data infrastructure necessary to support and monitor educational success.	<b>ACTUAL</b> Policy and data infrastructure for foster youth has been established.
Expenditures	<b>BUDGETED</b> District level liaison and oversight staff. Foster Youth Grant Resource 7366	<b>ESTIMATED ACTUAL</b> \$ 200

ACTIONS / SERVICES

Action **2**

Actions/Services	<b>PLANNED</b> For foster youth: Allocate funds for tutoring and other academic supports; transportation; and costs for sports and extracurricular programs. (Phase in funding as LEA moves toward providing school counselor services to 100% of foster youth.)	<b>ACTUAL</b> The district continues to fund the afterschool tutoring program at schools and the costs for sports and extracurricular programs.
Expenditures	<b>BUDGETED</b> Funds for transportation and priority access to tutoring, enrichment programs, sports and extracurricular activities (for at least 50% of foster youth). Foster Youth Grant Resource 7366	<b>ESTIMATED ACTUAL</b> \$12,921.00

**ANALYSIS**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

We are seeing no gap between our foster youth and our general population in educational outcomes at this time.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Foster youth school attendance has been excellent, no discipline issues, state testing participation and scores are within the norm of the general population, and grades are good. The afterschool tutoring has been successful for all students. All students are encouraged to participate in sports and extra-curricular activities.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Differences between budgeted and actual expenditures have been minimal.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Because we are a single district/county, this county goal may be included in the district LCAP in the future but not specifically addressed in 17-18. The district/school administrators will work closely with the teachers to ensure foster youth are getting the same education outcomes as the general student population.

## Goal 9

Decreased transfer of foster youth to continuation and other alternative schools and decreased school transfer of foster youth after a change in home placement. (SCOE)

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL \_\_N/A\_\_\_\_\_

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

District will have policies and MOUs regarding reducing foster youth school transfers, the infrastructure necessary to measure these metrics, and baseline data on these metrics.

#### ACTUAL

District has created policies to reduce foster youth transfers.

ACTIONS / SERVICES

Action

1

Actions/Services

<p><b>PLANNED</b> Develop and implement policy ensuring:</p> <ul style="list-style-type: none"> <li>(a) At the time of any enrollment/disenrollment of a foster youth, there is a meaningful consideration of school of origin options with the education rights holder and the youth.</li> <li>(b) District data system tracks types of schools foster youth are enrolled in, reasons for enrollment, and how many youth remain enrolled in their school of origin after a home placement change.</li> <li>(c) District staff coordinate with county child welfare and probation agencies and COE FYS at time of any home placement change to ensure youth are placed within a reasonable distance of their school or origin whenever possible.</li> <li>(d) District allocates sufficient funds to meet transportation needs to allow foster youth to remain at school origin.</li> </ul>	<p><b>ACTUAL</b></p> <p>The district has developed and implemented these policies.</p>
<p><b>BUDGETED</b> District-level liaison and oversight staff. Funds for transportation when needed to allow foster youth to remain in school of origin. Foster Youth Grant Resource 7366</p>	<p><b>ESTIMATED ACTUAL</b> \$2,300.00</p>

Expenditures

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	Policies have been put into place to reduce foster youth transfers.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	We have had no foster youth transferred from our comprehensive high school to our continuation high school. Sufficient funds have been allocated in case the need arises for a student to be transported to keep them in their school of origin.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Differences between budgeted and actual expenditures have been minimal.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	Because we are a single district/county, this county goal may be included in the district LCAP in the future but not specifically addressed in 17-18. The district/school administrators and the foster youth liaison will work closely with the teachers to ensure that foster youth are not being transferred to our continuation school and that we will ensure that foster youth are allowed to stay at their school of origin if they choose.

## Goal 10

Transferring foster youth will be promptly enrolled in the appropriate school and classes and awarded credit for all work completed, including partial credits. (SCOE)

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL   N/A  

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

District will have policies and MOUs regarding promptly enrolling and awarding partial credit to transferring foster youth, the infrastructure necessary to measure these metrics, and baseline data on these metrics.

#### ACTUAL

District has created policies regarding promptly enrolling and awarding partial credit to transferring foster youth.

ACTIONS / SERVICES

Action

1

Actions/Services

**PLANNED**  
Develop and implement a policy ensuring:

- (a) Foster youth are immediately enrolled in their local comprehensive school unless an education rights holder agrees in writing that placement at an alternative school site is in the student's best interest, and are enrolled in the same/equivalent grade and classes.
- (b) Partial credits are immediately issued and accepted when foster youth transfer mid-semester, and the district's student information system allows for issuance of partial credits.
- (c) The district's data system collects aggregated data on the issuance/acceptance of partial credits.

**ACTUAL**  
  
The district has developed and implemented these policies.

Expenditures

**BUDGETED**  
District-level liaison and oversight staff.  
Foster Youth Grant Resource 7366

**ESTIMATED ACTUAL**  
\$2,300.00

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Policies have been put into place that will assure that foster youth are promptly enrolled and all applicable credits, including partial credits are awarded.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

We have had no high school foster youth this year, therefore, no credits have been awarded. The foster youth enrolled were placed promptly into their new school upon arrival.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Differences between budgeted and actual expenditures have been minimal.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Because we are a single district/county, this county goal may be included in the district LCAP in the future but not specifically addressed in 17-18. The district/school administrators and foster youth liaison will work closely with the teachers to ensure that students are enrolled promptly and that they awarded all credits earned.

## Goal 11

Foster youth will receive a comprehensive education assessment and will receive any services or supports needed. (SCOE)

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL \_\_N/A\_\_\_\_\_

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

50% of all foster youth will receive a comprehensive education history and needs assessment and will receive any needed services or supports.

#### ACTUAL

All foster youth receive a comprehensive education history and needs assessment and receive needed services and/or supports.

ACTIONS / SERVICES

Action **1**

Actions/Services

**PLANNED**  
At least 50% of foster youth will receive educational case management from a designated counselor with the skills, time and training, including in trauma-informed strategies, necessary to fully meet the needs of foster Youth Foster youth counselors' caseloads should be limited to a number consistent with these responsibilities and recommended not to exceed 50.

**ACTUAL**  
The district Foster Youth numbers are so low that counselors are able to meet their needs effectively.

Expenditures

**BUDGETED**  
District-level liaison and oversight staff and sufficient school-site-level counselors to serve at least 50% of foster youth at ratio no higher than 1:50.  
Foster Youth Grant Resource 7366  
Contracted Services

**ESTIMATED ACTUAL**  
\$19,500.00

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	Any foster youth that come to our district will immediately receive educational case management from a designated counselor with the skills, time and training, including in trauma-informed strategies, necessary to fully meet the needs of foster
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Foster youth numbers are so low in our district/county that our counselors are able to meet their needs effectively.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Differences between budgeted and actual expenditures have been minimal.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	Because we are a single district/county, this county goal may be included in the district LCAP in the future but not specifically addressed in 17-18. The district/school administrators and foster youth liaison will work closely with the counselors to ensure that students are receiving all educational and trauma needs that may be necessary.

## Goal 12

Foster youth will have access to academic and socio-emotional resources and supports on at least an equal basis as other students. (SCOE)

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL \_\_N/A\_\_\_\_\_

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

Foster youth will participate in school-site and district level academic support programs (tutoring, after school and summer enrichment, etc.) socio-emotional supports (attendance monitoring and support, Positive Behavior Interventions and Supports, restorative justice and Social Emotional Learning, school-based health and mental health service, extracurricular activities and sports, etc.) at least at the same participation rate as the general student population.

#### ACTUAL

All foster youth are given the opportunity to participate in school-site and district level academic support programs.

ACTIONS / SERVICES

Action

1

Actions/Services

**PLANNED**  
 District-level and school site staff will track participation data and work with program staff to ensure foster youth have equal access to all academic and socio-emotional supports provided to students, including:

- (a) Tutoring & academic enrichment programs
- (b) Summer school/credit recovery
- (c) Academic Counseling
- (d) Positive Behavior Interventions and Supports, Restorative Justice, Social Emotional Learning, Health/Mental Health Services.
- (e) Sports and other extracurricular activities
- (f) Career pathways and linked learning opportunities

**ACTUAL**  
 The district Foster Youth numbers are so low it is easy to track participation and progress in all areas.

Expenditures

**BUDGETED**  
 District-level liaison and oversight staff; Funds for transportation and priority access to tutoring enrichment programs, sports and extracurricular activities.  
 Foster Youth Grant Resource 7366

**ESTIMATED ACTUAL**  
 \$6,500.00

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

After school tutoring is offered to all students in need of academic support. All foster youth are given the opportunity to participate in school-site and district-level support programs.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The district Foster Youth numbers are so low it is easy to track participation and progress in all areas.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Differences between budgeted and actual expenditures have been minimal.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Because we are a single district/county, this county goal may be included in the district LCAP in the future but not specifically addressed in 17-18. The district/school administrators and foster youth liaison will work closely with the teachers to ensure that FY students are enrolled in district-level support programs.

# Stakeholder Engagement

LCAP  
Year

2017–18  2018–19  2019–20

## INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

In May 2018, community forums were held at all three campuses in the district to discuss the state of the schools and our LCAP with excellent community participation. These meetings are very informal and give the superintendent an opportunity to report out on the state of the schools and hear what the community sees as needs for our schools. School Site Councils have good participation from parents, students, and staff. They meet regularly at all three campuses. Local bargaining units are consulted on LCAP issues throughout the bargaining process. The Parent Advisory Committee was made up of School Site Council representatives and contributed input to the final LCAP before submission. Due to the District's limited number of English Learners, a formal English Learner Parent Advisory Committee is not needed under education Code but these parents were consulted by conversation with our Bilingual Aide. Being such a small community, we also have many opportunities to visit with parents, students, and community members during local functions throughout the year.

## IMPACT ON LCAP AND ANNUAL UPDATE

How did these consultations impact the LCAP for the upcoming year?

Stakeholders were able to voice their concerns in a friendly atmosphere and also let the administration know what is going well. Input and concern for school safety was a concern for parents this year. How the district will address the ongoing budget concerns was also discussed. The stakeholders also brought up their concerns regarding quality staff recruitment and keeping good quality teachers at our schools. Future retirements of teachers were also discussed. LCAP goals for 18-19 reflect stakeholder emphasis on quality instruction, staff professional development, and the continued emphasis on safe, clean, and up to date facilities.

# Goals, Actions, & Services

## Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

New                       Modified  Unchanged

### Goal 1

All students receive instruction and services to support their intellectual, social, emotional, and physical development.

#### State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL \_\_\_\_\_

#### Identified Need

After school tutoring program is reviewed and evaluated throughout the year.  
Counseling services are reviewed and evaluated.  
Discipline issues are reviewed and evaluated.

#### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2018-19	2019-20	2020-21
Number of counseling hours	East side – 8 hours West side – 6 hours	East side – 12 hours West side – 6 hours	East side – 12 hours West side – 6 hours	East side – 12 hours West side – 6 hours
Number of discipline log entries in PowerSchool	525 log entries for 2017/18	Reduce log entries by 10% from baseline	Reduce log entries by 20% from baseline	Reduce log entries by 30% from baseline
Teacher log of students in afterschool tutoring	DES/DHS – averaged 20 students per week LES – averaged 35 students per week LHS – averaged 3 students per week	Continue to serve students in the tutoring program.	Continue to serve students in the tutoring program.	Continue to serve students in the tutoring program.

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide Group(s)  Schoolwide **OR**  Limited to Unduplicated Student

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2018-19	2019-20	2020-21
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
District will increase the hours of our Sierra County Mental Health services to better meet the needs of our identified students. Loyalton schools because of the size and need will have two days funded with Sierra County Mental Health services to better meet the needs of our students.	District will maintain or increase as needed the hours of our Sierra County Mental Health services to better meet the needs of our identified students.	District will maintain or increase as needed the hours of our Sierra County Mental Health services to better meet the needs of our identified students.

BUDGETED EXPENDITURES

2018-19	2019-20	2020-21
Amount \$ 4,293	Amount \$ 4,293	Amount \$ 4,293
Source IDEA Mental Health	Source IDEA Mental Health	Source IDEA Mental Health

Budget Reference

Resource 3327

SCOE: \$4,293 IDEA Mental Health funds RS3327  
Object 2000/3000: \$4,293

Budget Reference

Resource 3327

SCOE: \$4,293 IDEA Mental Health funds RS3327  
Object 2000/3000: \$4,293

Budget Reference

Resource 3327

SCOE: \$4,293 IDEA Mental Health funds RS3327  
Object 2000/3000: \$4,293

## Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners  Foster Youth  Low Income

Scope of Services

LEA-wide Group(s)  Schoolwide **OR**  Limited to Unduplicated Student

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

### ACTIONS/SERVICES

2018-19

New  Modified  Unchanged

Continue a Multi-tiered System of Supports (MTSS) that is data driven throughout the district to address the needs of all students by aligning district initiatives, supports, and resources to improve student outcomes.

2019-20

New  Modified  Unchanged

Continue the Multi-tiered System of Supports (MTSS) that is data driven throughout the district to address the needs of all students by aligning district initiatives, supports, and resources to improve student outcomes.

2020-21

New  Modified  Unchanged

Continue the Multi-tiered System of Supports (MTSS) that is data driven throughout the district to address the needs of all students by aligning district initiatives, supports, and resources to improve student outcomes.

### BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	\$10,000	Amount	\$10,000	Amount	\$10,000
Source	California Scaled Up Multi-Tiered System of Support (SUMS)	Source	LCFF Unrestricted Funds	Source	LCFF Unrestricted Funds
Budget Reference	SPJUSD: MTSS RS9020 \$10,000 Object 4000: \$4,000 Object 5000: \$6,000	Budget Reference	SPJUSD: Unrestricted General Funds \$10,000 Object 4000: \$4,000 Object 5000: \$6,000	Budget Reference	SPJUSD: Unrestricted General Funds \$10,000 Object 4000: \$4,000 Object 5000: \$6,000

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide Group(s)  Schoolwide **OR**  Limited to Unduplicated Student

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2018-19	2019-20	2020-21
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Fund credentialed teachers for after school tutoring for all students in grades 1-12 in all core courses.	Fund credentialed teachers for after school tutoring for all students in grades 1-12 in all core courses.	Fund credentialed teachers for after school tutoring for all students in grades 1-12 in all core courses.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$ 87,000	Amount	\$ 89,000	Amount	\$ 91,000
Source	Title 1, Resource 3010	Source	Title 1, Resource 3010	Source	Title 1, Resource 3010
Budget Reference	SPJUSD: Title I RS3010 \$66,847 Object 1000: \$53,703 Object 2000: \$13,144 SPJUSD: Unrestricted General Fund \$20,153 Object 2000: \$20,153	Budget Reference	SPJUSD: Title I RS3010 \$66,847 Object 1000: \$53,703 Object 2000: \$13,144 SPJUSD: Unrestricted General Fund \$22,513 Object 2000: \$22,513	Budget Reference	SPJUSD: Title I RS3010 \$66,847 Object 1000: \$53,703 Object 2000: \$13,144 SPJUSD: Unrestricted General Fund \$24,153 Object 2000: \$24,153

New Modified Unchanged

## Goal 2

All students will engage in a rigorous, standards based curriculum and acquire the knowledge, critical thinking skills, and characteristics needed for success in college, career, and life.

### State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8COE  9  10

LOCAL \_\_\_\_\_

### Identified Need

Curriculum is reviewed yearly to determine if the district is offering the most current state adopted materials that are aligned with the CCSS.

The district reviews the courses that are being offered to determine if the students have a broad course of study available. Students have access to courses that satisfy the requirements for entrance to both UC and CSU or state board-approved career technical education standards and frameworks.

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2018-19	2019-20	2020-21
Social Science and Science CCSS aligned curriculum are reviewed Course audits are conducted to ensure UC CSU eligibility. The Agriculture Completer program is Board Approved	ELA and Math curriculum have been adopted  75% of high schools students have met A-G requirements; 29% are Ag Completers	Social Science curriculum will be reviewed.  93% A-G met.	Science curriculum will be adopted and Social Science curriculum will be reviewed.  95% A-G met.	Social Science curriculum will be adopted.  97% A-G met.
State testing ELA	46% of students met or exceeded standards	50% of students will meet or exceed standards	55% of students will meet or exceed standards	60% of students will meet or exceed standards.
State testing Math	33% of students met or	47% of students will meet	52% of students will meet	57% of students will meet or

exceeded standards

or exceed standards

or exceed standards

exceed standards

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2018-19	2019-20	2020-21
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	XNew <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Textbook adoption committee will be formed to review Social Science curriculum.	Social Science curriculum will be adopted and implemented.	Textbook adoption committee will be formed to review Science curriculum.

BUDGETED EXPENDITURES

2018-19	LCFF Base, Unrestricted Supplemental	2019-20
<b>Amount</b> \$1,000	<b>Amount</b> \$ 1,000	<b>Amount</b> \$ 1,000
<b>Source</b> LCFF Base, Unrestricted Supplemental	<b>Source</b> LCFF Base, Unrestricted Supplemental	<b>Source</b> LCFF Base, Unrestricted Supplemental
<b>Budget Reference</b> SPJUSD: Unrestricted General Fund \$1,000	<b>Budget Reference</b> SPJUSD: Unrestricted General Fund \$1,000	<b>Budget Reference</b> SPJUSD: Unrestricted General Fund \$1,000

Object 5000: \$1,000

Object 5000: \$1,000

Object 5000: \$1,000

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2018-19	2019-20	2020-21
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Available Social Science curriculum will be reviewed. Textbook adoption committee will be formed to review Social Science curriculum.	Social Science curriculum will be adopted and implemented.	Science committee curriculum will formed to look at new science curriculum.

BUDGETED EXPENDITURES

2018-19	2019-20	2020-21
Amount: \$ 36,000	Amount: \$ 40,000	Amount: \$ 40,000
Source: LCFF Base, Unrestricted Supplemental	Source: LCFF Base, Unrestricted Supplemental	Source: LCFF Base, Unrestricted Supplemental
Budget: SPJUSD: Unrestricted General	Budget: SPJUSD: Unrestricted	Budget: SPJUSD Unrestricted General

Reference

Fund \$36,000  
Object 5000: \$36,000

Reference

General Fund \$40,000  
Object 5000: \$40,000

Reference

Fund \$40,000  
Object 5000: \$40,000

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners  Foster Youth  Low Income

Scope of Services

LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

**2018-19**

New  Modified  Unchanged

Increase ELA test results by 5% over baseline

**2019-20**

New  Modified  Unchanged

Increase ELA test results by 10% over baseline

**2020-21**

New  Modified  Unchanged

Increase ELA test results by 15% over baseline

BUDGETED EXPENDITURES

**2018-19**

Amount \$ 2,000

Source LCFF Base, Unrestricted

**2019-20**

Amount \$ 3,000

Source LCFF Base, Unrestricted

**2020-21**

Amount \$ 4,000

Source LCFF Base, Unrestricted

Budget Reference

SPJUSD Unrestricted General Fund \$2,000  
Object 5000: \$2,000

Budget Reference

SPJUSD Unrestricted General Fund \$3,000  
Object 5000: \$3,000

Budget Reference

SPJUSD Unrestricted General Fund \$4,000  
Object 5000: \$4,000

Action **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners  Foster Youth  Low Income

Scope of Services

LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2018-19	2019-20	2020-21
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Increase Math test results by 5% over baseline	Increase Math test results by 10% over baseline	Increase Math test results by 15% over baseline

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$ 10,000	Amount \$ 12,500	Amount \$ 15,000

Source	LCFF Base, Unrestricted Supplemental	Source	LCFF Base, Unrestricted Supplemental	Source	LCFF Base, Unrestricted Supplemental
Budget Reference	SPJUSD Unrestricted General Fund \$10,000 Object 5000: \$10,000	Budget Reference	SPJUSD Unrestricted General Fund \$12,500 Object 5000: \$12,500	Budget Reference	SPJUSD Unrestricted General Fund \$15,000 Object 5000: \$15,000

New
  Modified
  Unchanged

### Goal 3

All staff will engage in professional development opportunities that enhance their knowledge of subject matter frameworks and standards, as well as deepening their skill-set in current instructional delivery.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL \_\_\_\_\_

Identified Need

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2018-19	2019-20	2020-21
Records indicating how many staff attend professional development	50% of staff has engaged in professional opportunities.	75% of staff will engage in professional development.	85% of staff will engage in professional development	95% of staff will engage in professional development.



PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2018-19	2019-20	2020-21
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
District will fund professional development	District will continue to fund professional development.	District will continue to fund professional development.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<b>Amount</b> \$ 14,404	<b>Amount</b> \$ 14,404	<b>Amount</b> \$ 14,404
<b>Source</b> Title 2, Resource 4035	<b>Source</b> Title 2, Resource 4035	<b>Source</b> Title 2, Resource 4035
<b>Budget Reference</b> SPJUSD: Title II, RS4035, \$14,404 Object 5000: \$14,404	<b>Budget Reference</b> SPJUSD: Title II, RS4035, \$14,404 Object 5000: \$14,404	<b>Budget Reference</b> SPJUSD: Title II, RS4035, \$14,404 Object 5000: \$14,404



New

Modified

Unchanged

## Goal 4

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.

### State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL \_\_\_\_\_

### Identified Need

Each year administrators review facilities to make sure they are maintained at a sufficient level to provide for clean and safe facilities. This review needs to be completed each year. Classrooms are reviewed to insure that they are adequately equipped with furnishings and technology to support student learning.

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2018-19	2019-20	2020-21
Review of budget	District has a plan for facility contingencies.	Evidence indicates there is a plan in the district budget for facility contingencies.	Evidence indicates there is a plan in the district budget for facility contingencies.	Evidence indicates there is a plan in the district budget for facility contingencies.
Facility Inspection Tool	LHS – fair or better in all areas except external LES – fair or better in all areas except systems and external SELPA – all areas good	LHS, LES, SELPA, – all areas will receive fair or better rating.  Portables, DES, DHS will continue to maintain or	All sites will receive a rating of fair or better.  Portables, DES, DHS will continue to maintain or	All sites will receive a rating of fair or better.  Portables, DES, DHS will continue to maintain or

	<p>except structural  Portables – all fair or better  DES – all fair or better  DHS – all fair or better</p>	<p>improve their fair or better rating.</p>	<p>improve their fair or better rating.</p>	<p>improve their fair or better rating.</p>
<p>Superintendent/site administrators review of classroom needs</p>	<p>LES classrooms updated furniture such as chairs, tables, easels, bookshelves, and new dividers to be used by all classrooms when needed. DES/DHS also purchased new tables and chairs for classrooms.</p>	<p>Continue deferred maintenance schedule as planned.</p>	<p>Continue deferred maintenance schedule as planned.</p>	<p>Continue deferred maintenance schedule as planned.</p>

[PLANNED ACTIONS / SERVICES](#)

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2018-19	2019-20	2020-21
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
District will continue to perform an annual inspection of facilities through the Facilities Inspection Tool. All schools will receive a rating of fair or better in all areas.	District will continue to perform an annual inspection of facilities through the Facilities Inspection Tool. All schools will receive a rating of fair or better in all areas.	District will continue to perform an annual inspection of facilities through the Facilities Inspection Tool. All schools will receive a rating of fair or better in all areas.

BUDGETED EXPENDITURES

2018-19	2019-20	2020-21
<b>Amount</b> \$2,500	<b>Amount</b> \$2,500	<b>Amount</b> \$2,500
<b>Source</b> Unrestricted General Fund	<b>Source</b> Unrestricted General Fund	<b>Source</b> Unrestricted General Fund
<b>Budget Reference</b> SCOE: Unrestricted General Fund \$2,500 Object 2000/3000: \$2,500	<b>Budget Reference</b> SCOE: Unrestricted General Fund \$2,500 Object 2000/3000: \$2,500	<b>Budget Reference</b> SCOE: Unrestricted General Fund \$2,500 Object 2000/3000: \$2,500

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2018-19	2019-20	2020-21
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
District will continue to review classrooms for need of furniture and technology needs.	District will continue to review classrooms for need of furniture and technology needs.	District will continue to review classrooms for need of furniture and technology needs.

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	\$156,000	\$156,000	\$156,000
Source	LCFF Base and Non-Prop 20 Lottery Resource 1100	LCFF Base and Non-Prop 20 Lottery Resource 1100	LCFF Base and Non-Prop 20 Lottery Resource 1100
Budget Reference	SPJUSD: Unrestricted Lottery RS1100 \$26,000 Object 4000: \$25,000	SPJUSD: Unrestricted Lottery RS1100 \$26,000 Object 4000: \$25,000	SPJUSD: Unrestricted Lottery RS1100 \$26,000 Object 4000: \$25,000

SPJUSD: Unrestricted General Fund \$130,000  
 Object 4000: \$100,000  
 Object 6000: \$31,000

SPJUSD: Unrestricted General Fund \$130,000  
 Object 4000: \$100,000  
 Object 6000: \$31,000

SPJUSD: Unrestricted General Fund \$130,000  
 Object 4000: \$100,000  
 Object 6000: \$31,000

New                       Modified                       Unchanged

## Goal 5

Foster youth and expelled students receive instruction and services to support their intellectual, social emotional, and physical development. (SCOE)

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL \_\_\_\_\_

Identified Need

District reviews each year if any students were expelled and if they are receiving appropriate educational pathways.  
 District will review each year if any foster youth were enrolled and that they are receiving appropriate placement and services.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2018-19	2019-20	2020-21
Enrollment records	We have no expelled students.	District will continue to review expelled students and services offered.	District will continue to review expelled students and services offered.	District will continue to review expelled students and services offered.
Enrollment records	Only 2 foster youth enrolled at this time	District will continue to review that appropriate services are being offered to foster youth	District will continue to review that appropriate services are being offered to foster youth	District will continue to review that appropriate services are being offered to foster youth

# of foster parents in county	No TIPS-MAPP (Trauma Informed Partnering for Safety and Permanence-Model Approach To Partnerships in Parenting) completed this year.	Provide TIPS-MAPP training	Evaluate results of training & continue foster parent certification	Evaluate results of training & continue foster parent certification
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PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2018-19	2019-20	2020-21
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
District will continue to provide a foster youth liaison to monitor services.	District will continue to provide a foster youth liaison to monitor services.	District will continue to provide a foster youth liaison to monitor services.

BUDGETED EXPENDITURES

2018-19	2019-20	2020-21
<b>Amount</b> \$ 6,200	<b>Amount</b> \$ 6,300	<b>Amount</b> \$ 6,500
<b>Source</b> Foster Youth	<b>Source</b> Foster Youth	<b>Source</b> Foster Youth
<b>Budget Reference</b> SCOE: Foster Youth RS7366 \$6,200	<b>Budget Reference</b> SCOE: Foster Youth RS7366 \$6,300	<b>Budget Reference</b> SCOE: Foster Youth RS7366 \$6,500

Object 2000/3000: \$6,200

Object 2000/3000: \$6,300

Object 2000/3000: \$6,500

## Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

2017–18 X 2018–19  2019–20

Estimated Supplemental and Concentration Grant Funds:

\$ 261,949

Percentage to Increase or Improve Services:

6.34 %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds ([see instructions](#)).

Sierra-Plumas Joint Unified School District/Sierra County Office of Education 2017-18 reported an unduplicated student count of 159, 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.

