

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

### **Introduction:**

**LEA:** Mount Shasta Union Elementary School District    **Contact (Name, Title, Email, Phone Number):** Kathi Emerson, Superintendent, kemerson@msusd.org, 530-926-6007    **LCAP Year:** 2014-2015

## **Local Control and Accountability Plan and Annual Update Template**

*The Local Control and Accountability Plan (LCAP) and annual update template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5.*

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

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

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

*The LCAP is intended to be a comprehensive planning tool. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.*

*For each section of the template, LEAs should comply with instructions and use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.*

## State Priorities

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

### A. Conditions of Learning:

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

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

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

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

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

### B. Pupil Outcomes:

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

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

### C. Engagement:

**Parent involvement:** efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

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

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

**Section 1: Stakeholder Engagement**

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

**Instructions:** Describe the process used to engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA’s goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

**Guiding Questions:**

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

Involvement Process	Impact on LCAP
The superintendent and principal met with School Site Councils in December 2013 to explain the LCFF, the LCAP, and the state priorities. Using the priorities as a structure, any input from parents was recorded including comments, questions and suggestions.	The ideas, concerns, and questions were included in the discussion with the Leadership Team during plan development.
The superintendent and principal met with District staff on December 5, 2013 to explain the LCFF, the LCAP, and the state priorities. Using the priorities as a structure, any input from staff was recorded including comments, questions and suggestions. Students were surveyed regarding their input on District needs.	The ideas, concerns, and questions were included in the discussion with the Leadership Team during plan development
The superintendent met with CSEA and CTA bargaining unit representatives to explain the LCFF, the LCAP, and the state priorities.	The bargaining units received training/explanations about the LCFF and the LCAP. This helped staff to better participate in the Leadership Team and other LCAP processes.
The district leadership team, made up of 6 teachers, the principal, 2 classified staff, a counselor, and the superintendent met to identify needs, goals, and activities based on the input from stakeholder groups, and to write a draft LCAP.	During these three meetings, the Leadership Team reviewed data and input from all groups and drafted needs, goals, activities, and a budget into the required template. This template could then be brought forward for further discussion with stakeholder groups.
The draft LCAP was presented to both bargaining units and Site Councils for input.	Mount Shasta Elementary and Sisson Site Councils both held meetings to give input to the LCAP. No changes were recommended.
The LCAP will be discussed during a public hearing at the June Regular Meeting of the School Board, June 9, 2014.	
The LCAP is scheduled to be approved, together with the District Budget, at the June	

<b>Involvement Process</b>	<b>Impact on LCAP</b>
Special Budget Meeting of the School Board. June 16, 2014.	

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

*For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, for each state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

**Instructions:** Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

### **Guiding Questions:**

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to "Engagement" (e.g., pupil and parent)?
- 4) What are the LEA's goal(s) to address locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific predicted outcomes/metrics/noticeable changes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority and/or to review progress toward goals in the annual update?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>1. Crack fill and seal playgrounds Painting and flooring replacement plan Metric: Deferred Maintenance Plan</p> <p>2. Access to learning with technology for LI, EL, and FY and all students Metric: Technology Inventory</p> <p>3. Access to CCSS instructional materials and strategies Metric: Textbook Sufficiency Resolution</p> <p>4. Professional development for CCSS Metric: Professional Development Plan</p> <p>5. Strategies to promote respectful, responsible students behavior Metric: Student, Parent, and Staff Surveys</p>	All students will be educated in a safe, nurturing learning environment with access to rich instruction and materials.	all	all				1,2,7	
<p>1. Broad courses of study such as arts,</p>	All students will demonstrate increasing	all	all				4,8	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
electives, clubs, for LI, EL, FY and all students Metric: Academic Schedule 2. Earlier/more communication to parents about kindergarten readiness skills Metric: Kindergarten Orientation Agenda, Screening Schedule 3. Transition to CCSS instruction Metric: CAASPP 4. Timely Intervention Metrics: Targeted Student Lists, Intervention Rosters, Common Data Reports	proficiency in all academic and social areas.							
1. Professional development for serving Low Income students Metric: Professional Development Registration 2. Parent training for supporting school success	Students, parent, staff, and the community will be highly engaged in meaningful and sustained activities.	all	all				3,5,6	

<b>Identified Need and Metric</b> (What needs have been identified and what metrics are used to measure progress?)	<b>Goals</b>			<b>Annual Update: Analysis of Progress</b>	<b>What will be different/improved for students?</b> (based on identified metric)			<b>Related State and Local Priorities</b> (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	<b>Description of Goal</b>	<b>Applicable Pupil Subgroups</b> (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	<b>School(s) Affected</b> (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		<b>LCAP YEAR</b> Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Metric: Agendas and Sign In 3. Parent training for CCSS Metric: Agendas and Sign In 4. Earlier intervention for truancy, intentional non-learning, and disengagement Metric: Counselor Reporting 5. Increased modes of communication to/from parents Metric: Student Handbook								



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

*For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.*

**Instructions:** Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

#### **Guiding Questions:**

- 1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
  - 2) How do these actions/services link to identified goals and performance indicators?
  - 3) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?
  - 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
  - 5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
  - 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
  - 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?
- A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
All students will be educated in a safe, nurturing learning environment with access to rich instruction and materials.	1,2,7	Develop a budget and schedule for acquiring and maintaining technology. 2. Purchase and implement CCSS math program 3. Purchase and implement science program, 6-8			consulting/repairs beyond district staff time/ability \$5000 Professional Development for classified staff \$1000 Provide replace computers for 20% of students per year \$30,000	\$50,000	\$18,000
		Consider purchasing supplies to make at-home school supply kits for some students/grade levels (TBD). 2. Purchase and implement CCSS ELA program, 6-8 3. Purchase and implement social studies program, K-8.				\$18,000	\$50,000
		Maintain facilities in accordance with District Deferred Maintenance plan paving, painting, flooring replacement: 2. Provide or replace 20% of student computers each year 3. Provide or replace 20% of student computers annually.			Repaint 10% of the school, replace 5% of floor covering, and fill and seal 1 playground or parking lot per year \$25,000	\$30,000	\$30,000
		Provide Professional Development for CCSS, 25% of staff go each year on a rotating basis.				\$6,000	\$25,000

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>2. Maintain facilities according to the deferred maintenance Plan</p> <p>3. Maintain facilities according to the Deferred Maintenance Plan.</p>					
		<p>Plan for a future training on serving Low Income families.</p> <p>2. Provide professional development for CCSS, 25% of staff go each year on a rotating basis.</p>				\$10,000	
		<p>Continue to provide activities such as band, choir, Builders' Club, drama, garden, PE, art, ceramics, athletics, counseling, and GATE.</p> <p>2. Provide "Culture of Poverty" training</p>				\$5,000	
		<p>Accept staff proposals for parent training nights, paying staff their hourly rates to provide the training.</p> <p>2. Accept staff proposals for Parent Training Nights, paying staff their hourly rates to provide the training</p> <p>3. Provide professional development for CCSS, 25% of staff go each year on a rotating basis.</p>				\$1000	

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		Create and distribute parent friendly brochures for Common Core and grade level expectations. 3. Accept staff proposals for parent training nights, paying staff their hourly rates to provide the training.					
All students will demonstrate increasing proficiency in all academic and social areas.	4,8	Pilot new math programs 2. Provide after school TA homework help, 1 hour daily, M-Th. 3. Consider reducing class sizes by adding 1 teacher			\$3000		
		Evaluate electives and intervention. 2. Consider Reducing class sizes 3. Consider providing more TA time, add 1 3.5 hour TA			Add 1 teacher		
		Provide collaboration time/ common planning time to develop Common Core lessons and assessments (possibly min. day bi-monthly). 2. Consider Providing TAs for every K-5 classroom			Add 1 3.5 hour TA		
		Provide differentiated work.					

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		Early conferences in Sept. for "at risk" students to establish goals for success and provide resources.					
Students, parent, staff, and the community will be highly engaged in meaningful and sustained activities.	3,5,6	Restructure Back to School Night to include parent skills and resources. Provide time to develop presentations and resources for Back to School Nights. 2. Post grades online for every 4-8 classroom.					
		Implement stations for teaching "safe, respectful, responsible" at the beginning of school, after Christmas break, and after Easter break.					
		Institute PBIS, Problem Solving Wheel, and/or Peaceful Playground.					
		Provide professional development for teaching organized games at recess.			\$1000		
		Counselor provides parent referrals to outside resources.					
		Counseling outreach for 3 or more unexcused absences.					
		Develop a "new student / new family welcome plan".					

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		Use multiple modes of parent contact such as: <ul style="list-style-type: none"> <li>• phone calls</li> <li>• texting</li> <li>• email</li> <li>• Twitter</li> <li>• Remind 101</li> <li>• auto-dialer</li> <li>• app</li> </ul>					
		Provide professional development for webpage design.			subs for full day release time for tech coordinator and teachers who do not have webpages \$1000		
		*Use SST's to address truancy, behavior, or any other student concerns.					

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

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
All students will be educated in a safe, nurturing learning environment with access to rich instruction and materials.	1,2,7	At home school supply kits 2. At home school supply kits 3. At home school supply kits			no additional cost	no additional cost	no additional cost
All students will demonstrate increasing proficiency in all academic and social areas.	4,8	Student Study Team meetings to address truancy, behavior, academic, and other problems 2. Student Study Teams to address truancy, behavior, academic and other problems 3. Student Study Team meetings to address truancy, behavior, academic and other problems			no additional cost	no additional cost	no additional cost
Students, parent, staff, and the community will be highly engaged in meaningful and sustained activities.	3,5,6	September "at risk" conferences for LI, EL, FY and all students who are struggling 2. September "at risk" conferences for LI, EL, FY and all students who are struggling 3. September "at risk" conference for LI, EL, FY and all students who are struggling			no additional cost	no additional cost	no additional cost

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		Counselor to act as "parent liaison" to school and community resources 2. Counselor to act as parent liaison to school and community resources 3. Counselor to act as parent liaison to school and community resources			no additional cost	no additional cost	no additional cost
		Planning for Low Income training for all staff 2. Provide Understanding the Culture of Poverty training for all staff			no additional cost	no additional cost	



- C. Describe the LEA's increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

The Mount Shasta Union School District has 37% Low Income students and few English Learners and Foster Youth. In stakeholder meetings, parents and staff members worked to identify current conditions that may be barriers to school success for those subgroups of students. Access to technology came up many times in stakeholder meetings; students have greatly varying differences in access to computers/internet outside of school. It became an important part of this plan that we work to level that playing field by providing high quality technology instruction and computer availability to all students. Another need that was brought up by all groups was high quality Common Core materials and training for teachers. All students will receive the benefit, but it will be critical for students who may not have a rich academic environment at home. Many stakeholders mentioned professional development for working with Low Income students. The district will plan for training in LCAP Year 2 for all staff. All groups also asked that training/support and better communication for LI, FY and EL parents be provided by the school. Parent friendly CCSS brochures, parent education nights, and innovative communication strategies are parent supports to more fully engage parents with their children's learning. The MSUSD already offers a variety of enriching programs to all students including band, choir, athletics, arts and more. For many students, school activities are supplemented by teams, clubs and private lesson outside of school, but LI, FY, and EL students may not have the same access, so it is important that school activities continue to be available for free to all students. Other ways to impact learning barriers include providing school supplies for home use for students who may not have them and enacting a plan to support students and families who move to the district mid-year. Counselors' roles will shift to act as liaisons for parents to school and community resources, and counselors will also be proactive in engaging parents of high absentee rate students.

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

Within this plan, LI, EL, and FY parents will be offered an additional parent conference at the start of each year, if needed. Also, additional school supplies for home use will be made available for families who need them. Parents will have the opportunity for workshops and information about supporting student achievement at home. Staff members will be trained on the challenges that face low income families. Counselors will make contact with families to offer services if absenteeism is a concern, and counselors will also provide services to help families integrate into the district when moving in mid-year. LI, EL, and FY students will be provided with high quality instructional materials and CCSS lessons. Students will also be working with computers/technology that will prepare them for success in high school and beyond, regardless of their families' ability to provide technology and internet access at home. Primary grade students will receive explicit instruction on social skills and character education, and middle grade students will have opportunities to practice teamwork, citizenship, and other social skills through club, team, and class participation at school through arts, athletics, clubs, etc.

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