

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: 2015-2018

Local Control and Accountability Plan and Annual Update Template

The Mount Shasta Union School District is a kindergarten through eighth grade district in a small rural mountain community. The two-school district includes 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 the district 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 State Standards 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. This training will be provided during the 2015-2016 school year. All groups also asked that training/support and better communication for Low Income, Foster Youth and English Learner parents be provided by the school. Parent friendly Common Core State Standards brochures, parent education nights, and innovative communication strategies are parent supports to more fully engage parents with their children's learning. The Mount Shasta Union School District 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 Low Income, Foster Youth, and English Learner 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. Additionally, this plan includes funds to reduce class sizes and add Teacher Assistant time in the primary grades in order to support high quality standards-based instruction.

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

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

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

districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

Parental involvement: efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
<p>The superintendent reviewed the LCAP with the Mount Shasta Elementary School Site Council on March 12, 2015 and took input on the plan.</p>	<p>Site council members discussed the possibility of including parents in the staff training on working with families in poverty. The possible future plan to integrate the LCAP with the Single Plan for Student Achievement was discussed. A recommendation was made for kindergarten teachers to reach out to preschools to provide kindergarten readiness recommendations. Concerns about RSP staffing reduction/impact on Title 1 were shared. The school will reach out to preschools, and ultimately the RSP position was increased for 2015-2016.</p>

<p>The superintendent reviewed the LCAP with the Sisson School Site Council on March 17, 2015 and took input on the plan.</p> <p>The superintendent reviewed the plan with the school board on April 14, 2015. Students were surveyed districtwide in spring 2015.</p> <p>The district held a parent meeting on April 9, 2015 to take input on the LCAP.</p> <p>Mount Shasta Teachers Association and Classified School Employees Association bargaining units were provided copies of the draft LCAP and the LCAP was discussed with both groups with opportunities for input.</p> <p>The LCAP was discussed during a public hearing at the June Regular Meeting of the School Board, June 9, 2015.</p> <p>The LCAP was approved, together with the District Budget, at the June Special Budget Meeting of the School Board. June 23, 2015.</p>	<p>Concerns about class sizes were shared along with the concern that struggling students may be limited from some enrichment activities due to intervention scheduling.</p> <p>No recommendations were made.</p> <p>Character Education programs will include a focus on respectful behavior between students.</p> <p>Jenelle Walker attended and discussed the plan with the superintendent and principals.</p> <p>No recommendations for changes were made.</p> <p>There was no public input; no changes were made to the plan.</p> <p>The plan was approved without changes.</p>
<p>Annual Update:</p> <p>During the 2014-2015 school year the LCAP was discussed at board meetings every other month.</p> <p>The district held a parent meeting on January 7, 2015 to take input on the LCAP.</p> <p>The district held a voluntary staff meeting on January 14, 2015 to take input on the LCAP.</p> <p>The district Leadership Team, including superintendent Emerson, principals Rizzo and Riccomini, teachers Gutierrez, Hanon, Lazalde, Posl, Fleischman, Keiner, counselors Tacbas and Jesse, and TAs Correa, Baton, and Smyth, met for a full day on January 15, 2015 to review/update the 2014-2015 LCAP and to draft/revise the 3 year plan going forward.</p>	<p>Annual Update:</p> <p>This allowed the board, administrators, and staff to be apprised of progress on implementing the LCAP. It also allowed the LCAP to become a familiar guiding document in the district.</p> <p>No parents attended; another meeting was scheduled for April.</p> <p>Only 2 principals and 1 teacher attended the meeting. The LCAP was reviewed and input was taken.</p> <p>Results were noted and recommendations for changes were made and included in future years. An additional teacher was added for 2015-2016 to maintain 24:1 class sizes at MSE. An additional TA was also added to increase support for Low Income, Foster Youth and English Learner students. Professional development funding was increased to allow all teachers to attend technology professional development.</p>

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

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

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

GOAL 1:	All students will be educated in a safe, nurturing learning environment with access to rich instruction and materials.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
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Identified Need :	1. Crack fill and seal playgrounds, painting and flooring replacement plan 2. Access to learning with technology for Low Income, English Learner, Foster Youth and all students 3. Access to Common Core State Standards instructional materials and strategies 4. Professional development for Common Core State Standards 5. Strategies to promote respectful, responsible student behavior
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Goal Applies to:	Schools: all
	Applicable Pupil Subgroups: all

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	All schools will have no significant facilities inspection findings. Metric: Facility Inspection Tool Technology Inventory will reflect 2:1 ratio for K-8 classes. Metric: Technology Inventory All students will have access to standards aligned Instructional Materials in English Language Arts, math, social studies, and science. Metric: Textbook Sufficiency Resolution All teachers will receive professional development in Common Core State Standards. Metric: Professional Development Plan All K-3 students will participate in activities to improve safe, respectful, and responsible student behavior. Metric: 10% improvement on respectful student behavior as reported on the Student, Parent, and Staff Surveys, Aeries- a 10% reduction in office referrals, suspensions and expulsions All teachers will be fully credentialed and appropriately assigned. Metric: District Williams Reports on Teacher Mis-assignments District attendance averages will meet or exceed 95% for the year. Metric: Monthly Aeries attendance reports Fewer than 5% of students will receive a suspension during the year. Metric: Local suspension data The district will maintain the level of expulsions and drop outs at zero.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
The District will purchase and implement Common Core State Standards math program	Districtwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	Purchase Common Core State Standards math materials for pilot or adoption 4000-4999: Books And Supplies Supplemental \$15,000

		_ Other Subgroups: (Specify)	
The District will purchase and implement Common Core State Standards aligned English Language Arts materials, 4-8	Sisson School, grades 4-8	_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) All students in grades 4-8	Purchase supplementary materials to support Common Core State Standards lessons including Teacher Curriculum Institute and novel sets 4000-4999: Books And Supplies Supplemental \$5,500
The District will provide or replace 20% of student computers each year	Districtwide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Purchase Chromebooks and/or iPads 4000-4999: Books And Supplies Supplemental \$30,000
Facilities will be maintained according to the deferred maintenance Plan.	Districtwide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Contract for blacktop, painting, flooring repairs 5000-5999: Services And Other Operating Expenditures Supplemental \$25,000
All teachers and principals will attend professional development on Common Core State Standards.	Districtwide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Pay for travel and registration to Computer Using Educators Conference or other high quality professional development 5000-5999: Services And Other Operating Expenditures Supplemental \$21,000

All staff will attend training on meeting the needs of low income families.	Districtwide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Pay for staff to attend or host training specific to the needs of low income families 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$5,000
Teachers will provide Family Nights/Parent Training Nights and will be paid their hourly rates for 1 hour of planning and 1 hour of presentation for each training.	Districtwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Pay teachers' hourly rates to provide parent training 1000-1999: Certificated Personnel Salaries Supplemental \$1000
Employ fully credentialed teachers and assign appropriate to credentials.	Districtwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	none \$0
Staff will construct and provide at home school supply kits.	Districtwide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Purchase supplies for kits 4000-4999: Books And Supplies Supplemental \$750
All students will have opportunities to be physically active on a regular basis including at least 200 minutes of research-based physical education every 10 school	Districtwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	none \$0

<p>days.</p>		<p><input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Foods and beverages sold or served at school will meet the nutrition recommendations of the U.S. Dietary Guidelines for Americans.</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>none \$0</p>
<p>All students will receive research-based health/nutrition education to foster lifelong habits of healthy eating.</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>none \$0</p>
<p>The previous 1.7 full time equivalent district Resource Specialist Program teachers will be increased to 2.0 full time equivalents to provide additional intervention services to identified students</p>	<p>Districtwide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>salary 1000-1999: Certificated Personnel Salaries Supplemental \$21,300</p>

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes: All schools will have no significant facilities inspection findings. Metric: Facility Inspection Tool
 Technology Inventory will reflect 2:1 ratio for K-8 classes. Metric: Technology Inventory
 All students will have Common Core State Standards Instructional Materials in English Language Arts, math, social studies, and science. Metric: Textbook Sufficiency Resolution
 All teachers will receive professional development in Common Core State Standards. Metric: Professional Development Plan
 All K-3 students will participate in activities to improve safe, respectful, and responsible student behavior. Metric: 10% improvement on respectful student behavior as reported on the Student, Parent, and Staff Surveys, Aeries- a 10% reduction in office referrals, suspensions and expulsions
 All teachers will be fully credentialed and appropriately assigned. Metric: District Williams Reports on Teacher Mis-assignments
 District attendance averages will meet or exceed 95% for the year. Metric: Monthly Aeries attendance reports
 Fewer than 5% of students will receive a suspension during the year. Metric: Local suspension data
 The district will maintain the level of expulsions and drop outs at zero.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
The District will purchase and implement a Next Generation Science Standards program, 6-8.	Sisson, grades 6-8	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Sisson School grades 6-8	Purchase NGSS instructional materials 4000-4999: Books And Supplies Supplemental \$18,000
The District will review social studies instructional materials, K-8.	Districtwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Purchase Social Studies materials 4000-4999: Books And Supplies Supplemental \$5000
The District will provide or replace 20% of student computers annually.	Districtwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	Purchase Chromebooks and/or iPads 4000-4999: Books And Supplies Supplemental \$30,000

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Facilities will be maintained according to the Deferred Maintenance Plan.	Districtwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Contract for blacktop, painting, flooring repairs 5000-5999: Services And Other Operating Expenditures Supplemental \$25,000
25% of staff will attend Common Core State Standards professional development each year on a rotating basis.	Districtwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Pay for travel and registratrion for Common Core State Standards professional development 5000-5999: Services And Other Operating Expenditures Supplemental \$6000
Teachers will provide Family Nights/Parent Training Nights and will be paid their hourly rates for 1 hour of planning and 1 hour of presentation for each training.	Districtwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Pay certificated salaries 1000-1999: Certificated Personnel Salaries Supplemental \$1000
100% of teachers will be fully credentialed and appropriately assigned.	Districtwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:	none \$0

(Specify)

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes: All schools will have no significant facilities inspection findings. Metric: Facility Inspection Tool
 Technology Inventory will reflect 2:1 ratio for K-8 classes. Metric: Technology Inventory
 All students will have Common Core State Standards Instructional Materials in English Language Arts, math, social studies, and science. Metric: Textbook Sufficiency Resolution
 All teachers will receive professional development in Common Core State Standards. Metric: Professional Development Plan
 All K-3 students will participate in activities to improve safe, respectful, and responsible student behavior. Metric: 10% improvement on respectful student behavior as reported on the Student, Parent, and Staff Surveys, Aeries- a 10% reduction in office referrals, suspensions and expulsions
 All teachers will be fully credentialed and appropriately assigned. Metric: District Williams Reports on Teacher Mis-assignments
 District attendance averages will meet or exceed 95% for the year. Metric: Monthly Aeries attendance reports
 Fewer than 5% of students will receive a suspension during the year. Metric: Local suspension data
 The district will maintain the level of expulsions and drop outs at zero.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
The District will provide or replace 20% of student computers each year.	Districtwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Purchase Chromebooks and iPads 4000-4999: Books And Supplies Supplemental \$30,000
Facilities will be maintained according to the deferred maintenance Plan.	Districtwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Contract for paving, painting, flooring 5000-5999: Services And Other Operating Expenditures Supplemental \$25,000
Teachers will provide Family Nights/Parent Training Nights and will be paid their hourly rates for 1 hour of planning and 1 hour of presentation for each training.	Districtwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	Pay certificated salaries 1000-1999: Certificated Personnel Salaries Supplemental \$1000

		<ul style="list-style-type: none"> <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	
<p>100% of teachers will be fully credentialed and appropriately assigned.</p>	<p>Districtwide</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	<p>none \$0</p>

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 2:	All students will demonstrate increasing proficiency in all academic and social areas.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify
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Identified Need :	1. Broad courses of study such as arts, electives, clubs, for Low Income, English Learner, Foster Youth and all students 2. Earlier/more communication to parents about kindergarten readiness skills 3. Transition to Common Core State Standards and Next Generation Science Standards instruction 4. Timely Intervention
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Goal Applies to:	Schools: all Applicable Pupil Subgroups: all
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LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	All students will have access to a broad course of study including music, art, drama, field trips, and project based learning. Metric: Academic Schedule All incoming kindergarten parents will receive information about about kindergarten readiness skills in the spring prior to starting kindergarten. Metric: Kindergarten Orientation Agenda, Screening Schedule 65% of students in 3rd-8th grades will improve one level on the Smarter Balanced Assessment or the Smarter Balanced Interim Assessment. Metric: Smarter Balanced data All students who are not proficient on Common Core State Standards will demonstrate progress toward proficiency. Metrics: Targeted Student Lists, Intervention Rosters, Common Data Reports, Accelerated Reader growth data At least 10% of English Language Learners will be redesignated, Metric: English Learner Redesignation Rate At least 75% of English Language Learners will make progress toward English proficiency, Metric: California English Language Development Test Students will be recognized for academic achievement and for being safe, respectful, and responsible. Metric: Student of the Month Lists Students will be recognized for academic achievement. Metric: 4.0 Grade Point Average Lists
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
After school homework help will be provided, 1 hour daily, T-Th.	Sisson School	_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient	Teachers' Assistant time 2000-2999: Classified Personnel Salaries Supplemental \$3000

		<input checked="" type="checkbox"/> Other Subgroups: (Specify) 4th-8th Grades	
Maintain reduced class sizes at 24 and under for K-3	Mount Shasta Elementary	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) K-3rd Grades	Add 1 teacher 1000-1999: Certificated Personnel Salaries Supplemental \$71,357
Increase TA support by adding a 3.5 hour Teachers' Assistant	Districtwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Add 1 3.5 hour TA 2000-2999: Classified Personnel Salaries Supplemental \$10,000
Student Study Teams and additional parent conferences will address truancy, behavior, academic and other problems.	Districtwide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	none \$0
An additional parent conference will be provided to at risk students on a minimum day early in the school year.	Districtwide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	none \$0

<p>Kindergarten screening will happen in the spring/early summer so parents may benefit from screening results/recommendations.</p>	<p>Mount Shasta Elementary</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) K students</p>	<p>none \$0</p>
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LCAP Year 2: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<p>All students will have access to a broad course of study. Metric: Academic Schedule All incoming kindergarten parents will receive information about about kindergarten readiness skills in the spring prior to starting kindergarten. Metric: Kindergarten Orientation Agenda, Screening Schedule 75% of students in 3rd-8th grades will improve one level on the Smarter Balanced Assessment or the Smarter Balanced Interim Assessment. Metric: Smarter Balanced data All students who are not proficient on Common Core State Standards will demonstrate progress toward proficiency. Metrics: Targeted Student Lists, Intervention Rosters, Common Data Reports, Accelerated Reader growth data At least 10% of English Language Learners will be reclassified, Metric: English Learner Reclassification Rate At least 75% of English Language Learners will make progress toward English proficiency, Metric: California English Language Development Test Students will be recognized for academic achievement and for being safe, respectful, and responsible. Metric: Student of the Month Lists Students will be recognized for academic achievement. Metric: 4.0 Grade Point Average Lists, Honor Roll</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Maintain reduced class sizes at 24 and under for K-3</p>	<p>Mount Shasta Elementary</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) K-3rd Grades</p>	<p>Pay certificated salary 1000-1999: Certificated Personnel Salaries Supplemental \$71,357</p>
<p>Continue additional TA from prior year (\$10,000). Consider providing more Teachers' Assistant time, add an additional 3.5 hour Teachers' Assistant (\$10,000).</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth</p>	<p>Pay classified salary 2000-2999: Classified Personnel Salaries Supplemental \$20,000</p>

		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
An additional parent conference will be provided to at risk students on a minimum day early in the school year.	Districtwide	_ All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	none \$0
After school homework help will be provided, 1 hour daily, T-Th.	Sisson	_ All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) 4th-8th Grades	Pay classified salary 2000-2999: Classified Personnel Salaries Supplemental \$3000
Student Study Teams to address truancy, behavior, academic and other problems	Districtwide	_ All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	none \$0

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes: All students will have access to a broad course of study. Metric: Academic Schedule
 All incoming kindergarten parents will receive information about about kindergarten readiness skills in the spring prior to starting kindergarten. Metric: Kindergarten Orientation Agenda, Screening Schedule
 85% of students in 3rd-8th grades will improve one level on the Smarter Balanced Assessment or the Smarter Balanced Interim Assessment. Metric: Smarter Balanced data
 All students who are not proficient on Common Core State Standards will demonstrate progress toward proficiency. Metrics: Targeted Student Lists, Intervention Rosters, Common Data Reports, Accelerated Reader growth data
 At least 10% of English Language Learners will be reclassified, Metric: English Learner Reclassification Rate
 At least 75% of English Language Learners will make progress toward English proficiency, Metric: California English Language Development Test
 Students will be recognized for academic achievement and for being safe, respectful, and responsible. Metric: Student of the Month Lists
 Students will be recognized for academic achievement. Metric: 4.0 Grade Point Average Lists

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
After school homework help will be provided, 1 hour daily, T-Th.	Sisson	_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) 4th-8th Grades	Pay classified salary 2000-2999: Classified Personnel Salaries Supplemental \$3000
Maintain reduced class sizes at 24 and under for K-3	Mount Shasta Elementary	_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) K-3rd Grades	Pay certificated salary 1000-1999: Certificated Personnel Salaries Supplemental \$71,357
An additional parent conference will be provided to at risk students on a minimum day early in the school year.	Districtwide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth	none \$0

		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Student Study Teams to address truancy, behavior, academic and other problems.	Districtwide	_ All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	none \$0
Continue additional TA support	Districtwide	_ All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	Pay classified salary 2000-2999: Classified Personnel Salaries Supplemental \$20,000

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 3:	Students, parent, staff, and the community will be highly engaged in meaningful and sustained activities.	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
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Identified Need :	1. Professional development for serving Low Income students 2. Parent training for supporting school success 3. Parent training for Common Core State Standards 4. Earlier intervention for truancy, intentional non-learning, and disengagement 5. Increased modes of communication to/from parents
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Goal Applies to:	Schools: all
	Applicable Pupil Subgroups: all

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	All staff will participate in training to support low income families. Metric: Professional Development Agendas/Attendance Lists All parents will be provided opportunities to reinforce their skills in supporting their children's learning. Metric: Parent Training/Back to School Night Agendas and Sign Ins All parents will be provided training on Common Core State Standards. Metric: Parent Training for Common Core State Standards Agendas and Sign In Fewer than 5% of students will have "truant" (chronic) absences. Metric: Attendance/Truancies as reported in Aeries The District will promote opportunities for all parents to be engaged in school groups and activities. Metric: Minutes from Site Council, Student Council, Partners in Education, The Ed Foundation The District will promote and provide opportunities for all parents to attend performances and activities at school. Metric: Programs from Performances, Open House, and other Functions and Activities
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Grades are posted online for every 4th-8th grade classroom	Sisson School	_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) 4th-8th Grades	none \$0

<p>"Safe Respectful Responsible" activities will be provided throughout the year.</p>	<p>Districtwide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) K-3rd Grades</p>	<p>none \$0</p>
<p>Professional development for Positive Behavior, Intervention and Support strategies will be provided, strategies will be implemented.</p>	<p>Sisson</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) 4th-8th Grades</p>	<p>none \$0</p>
<p>Counselors will provide parent referrals to outside resources.</p>	<p>Districtwide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>none \$0</p>
<p>Counselors will provide outreach/calls to families for 3 or more absences.</p>	<p>Districtwide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>none \$0</p>
<p>Schools and staff will use multiple modes of parent contact.</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils</p>	<p>none \$0</p>

		<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Student Study Teams will address truancy, behavior, and any other student concerns.	Districtwide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	none \$0
A new family welcome plan will be implemented by school counselors and principals.	Districtwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	none \$0
The Safety Committee will meet and evaluate options to enhance campus safety.	Districtwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	none \$0

LCAP Year 2: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<p>All staff will participate in training to support low income families. Metric: Professional Development Agendas/Attendance Lists</p> <p>All parents will be provided opportunities to reinforce their skills in supporting their children's learning. Metric: Parent Training/Back to School Night Agendas and Sign Ins</p> <p>All parents will be provided training on Common Core State Standards. Metric: Parent Training for Common Core State Standards Agendas and Sign In</p> <p>Fewer than 5% of students will have "truant" (chronic) absences. Metric: Attendance/Tuancies as reported in Aeries</p> <p>The District will promote opportunities for all parents to be engaged in school groups and activities. Metric: Minutes from Site Council, Student Council, Partners in Education, The Ed Foundation</p> <p>The District will promote and provide opportunities for all parents to attend performances and activities at school. Metric: Programs from Performances, Open House, and other Functions and Activities</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
All students will have access to a computer/device, 1:1	Districtwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No additional cost beyond \$30,000 already budgeted \$0
Consider increasing counseling services	Districtwide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	none \$0
All teachers will attend Professional Development on Common Core State Standards, 25% of staff go each year on a rotating basis.	Districtwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	No additional cost beyond \$6000 already budgeted \$0

		_ Other Subgroups: (Specify)	
Continue to assemble at home school supply kits for some students as needed.	Districtwide	_ All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	No additional cost beyond \$750 already included \$0
Continue to provide activities such as band, choir, drama, garden, PE, art, ceramics, athletics, counseling, and Gifted and Talented Education.	Districtwide	<input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	none \$0
Continue to distribute parent friendly Common Core State Standards brochures.	Districtwide	<input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	none \$0
Grades will be posted online for every 4th-8th grade classroom.	Sisson School	_ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) 4th-8th Grades	none \$0

<p>"Safe Respectful Responsible" activities will be provided throughout the year.</p>	<p>Mount Shasta Elementary</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>K-3rd Grades</u></p>	<p>none \$0</p>
<p>Positive Behavior Intervention Strategies will be implemented.</p>	<p>Sisson School</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>4th-8th Grades</u></p>	<p>none \$0</p>
<p>Counselors will provide parent referrals to outside resources.</p>	<p>Districtwide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>none \$0</p>
<p>Counselors will provide outreach/calls to families for 3 or more absences.</p>	<p>Districtwide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>none \$0</p>
<p>Student Study Teams will address truancy, behavior, and any other student concerns</p>	<p>Districtwide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils</p>	<p>none \$0</p>

		<input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
A new family welcome plan will be implemented.	Districtwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	none \$0

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:	All staff will participate in training to support low income families. Metric: Professional Development Agendas/Attendance Lists All parents will be provided opportunities to reinforce their skills in supporting their children's learning. Metric: Parent Training/Back to School Night Agendas and Sign Ins All parents will be provided training on Common Core State Standards. Metric: Parent Training for Common Core State Standards Agendas and Sign In Fewer than 5% of students will have "truant"(chronic) absences. Metric: Attendance/Truancies as reported in Aeries The District will promote opportunities for all parents to be engaged in school groups and activities. Metric: Minutes from Site Council, Student Council, Partners in Education, The Ed Foundation The District will promote and provide opportunities for all parents to attend performances and activities at school. Metric: Programs from Performances, Open House, and other Functions and Activities
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
All students will have access to a computer/device, 1:1	Districtwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No additional cost beyond \$30,000 already included \$0

<p>Continue to assemble at home school supply kits for some students, as needed.</p>	<p>Districtwide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>No additional cost beyond \$750 already included \$0</p>
<p>A new family welcome plan will be implemented.</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>No additional cost beyond counseling contract \$0</p>
<p>All teachers will attend Professional Development on Common Core State Standards, 25% of staff go each year on a rotating basis.</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>No additional cost beyond \$6000 already included \$0</p>
<p>"Safe Respectful Responsible" activities will be provided throughout the year</p>	<p>Mount Shasta Elementary</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>K-3rd Grades</u></p>	<p>none \$0</p>
<p>Continue to distribute parent friendly Common Core State Standards brochures .</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> All OR:</p>	<p>none \$0</p>

		<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Grades will be posted online for every 4th-8th grade classroom.	Sisson School	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	none \$0
Positive Behavior Intervention Strategies will be implemented.	Sisson School	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) 4th-8th Grades	none \$0
Counselors will provide parent referrals to outside resources.	Districtwide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No additional cost beyond counseling contract \$0
Counselors will provide outreach/calls to families for 3 or more absences	Districtwide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth	No additional cost beyond counseling contract \$0

		<input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 1 from prior year LCAP:	All students will be educated in a safe, nurturing learning environment with access to rich instruction and materials.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
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Goal Applies to:	Schools: all	Applicable Pupil Subgroups: all
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Expected Annual Measurable Outcomes:	All schools will have no significant facilities inspection findings, Metric: Facility Inspection Tool Technology Inventory will reflect a 2:1 ratio for grades 3-8. Metric: Technology Inventory All K-8 students will have Common Core State Standards Instructional Materials in English Language Arts, math, social studies, and science. Metric: Textbook Sufficiency Resolution All teachers will receive professional development in Common Core State Standards. Metric: Professional Development Plan All schools will promote safe, respectful, and responsible student behavior. Metric: Student, Parent, and Staff Surveys will reflect positive responses from 90% of respondents regarding safety, responsibility, and respectful behavior. All teachers will be fully credentialed and appropriately assigned. Metric: District Williams Reports on Teacher Mis-assignment	Actual Annual Measurable Outcomes:	All schools had no significant facilities inspection findings, Metric: Facility Inspection Tool Technology Inventory will reflect a 2:1 ratio for grades 3-8. Metric: Technology Inventory All K-8 students had standards aligned Instructional Materials in English Language Arts, math, social studies, and science. Metric: Textbook Sufficiency Resolution All teachers received professional development in Common Core State Standards. Metric: Professional Development Plan All schools will promote safe, respectful, and responsible student behavior. Metric: Student, Parent, and Staff Surveys reflected positive responses from 90% of respondents regarding safety, responsibility, and respectful behavior. All teachers were fully credentialed and appropriately assigned. Metric: District Williams Reports on Teacher Mis-assignment
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Develop a budget and schedule for acquiring and maintaining technology.	consulting/repairs beyond district staff time/ability 5000-5999: Services And Other Operating Expenditures Supplemental \$5000	Consulting/repairs have not been needed (1-15-15), still a concern for the future with increasing number of devices in the District. The technology coordinator plans to survey Teacher Assistants and hold training Spring 2015 on various topics, possibly during monthly Teacher Assistant meetings.	none \$0
	Professional Development for classified staff 2000-2999: Classified Personnel Salaries Supplemental \$1000		none \$0
	Provide/replace computers for 20%		Chromebooks and iPads 4000-4999: Books And Supplies Supplemental \$30,000

	of students per year 4000-4999: Books And Supplies Supplemental \$30,000	The District Technology Committee selected and purchased Chromebooks and iPads to add to class sets of devices to be shared between partner classes to bring the total of devices to a 2:1 ratio 3rd through 8th grades, K-2 has 19 iPads and 12 Chromebooks.	
Scope of Service Districtwide		Scope of Service Districtwide	
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Consider providing at-home supply kits for some students/grade levels	none \$0	Purchase supplies to make at-home/welcome school supply kits for 150 students/grade levels.	Supplies 4000-4999: Books And Supplies Supplemental \$750
Scope of Service Districtwide		Scope of Service Districtwide	
<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Maintain facilities in accordance with District Deferred Maintenance plan paving, painting, flooring replacement:	Repaint 10% of the school, replace 5% of floor covering, and fill and seal 1 playground or parking lot per year 5000-5999: Services And Other Operating Expenditures	The District crack filled and sealed the MSE playground to allow for Peaceful Playground upgrade, painted some exterior at Sisson and MSE and replaced some flooring at MSE (entry	Various maintenance projects 5000-5999: Services And Other Operating Expenditures Supplemental \$25,000

	Supplemental \$25,000	from playground).	
<p>Scope of Service Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Provide Professional Development for Common Core State Standards, 25% of staff go each year on a rotating basis.</p>	<p>Conference registration and travel costs 0000: Unrestricted Supplemental \$6,000</p>	<p>7 Teachers and a principal attended the CUE Conference and most teachers attended 2-3 Siskiyou County Office of Education training days</p>	<p>Conference registration and travel costs 0000: Unrestricted Supplemental \$6,000</p>
<p>Scope of Service Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Plan for a future training on serving Low Income families</p>	<p>none \$0</p>	<p>Schedule training for all staff to occur in 2015-2016</p>	<p>none \$0</p>
<p>Scope of Service Districtwide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p>		<p>Scope of Service Districtwide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	

_ Other Subgroups: (Specify)			
Continue to provide activities such as band, choir, Builders' Club, drama, garden, PE, art, ceramics, athletics, counseling, and GATE.	none \$0	The District continued band, choir, drama, garden, PE, art, ceramics, athletics, counseling, and GATE	none \$0
Scope of Service: Districtwide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: Districtwide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Accept staff proposals for parent training nights, paying staff their hourly rates to provide the training.	Teachers' hourly pay 1000-1999: Certificated Personnel Salaries Supplemental \$1000	No proposals have been received to date (1-15-15); some teachers are planing for future trainings.	none \$0
Scope of Service: Districtwide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: Districtwide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Create and distribute parent friendly brochures for Common Core and grade level expectations.	none \$0	PTA brochures were reproduced and distributed at Back to School Night K-8.	none \$0
Scope of Service: Districtwide X All OR:		Scope of Service: Districtwide X All OR:	

<ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 		<ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	
<p>Scope of Service</p> <hr style="border-top: 1px dashed black;"/> <ul style="list-style-type: none"> <input type="checkbox"/> All <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 		<p>Scope of Service</p> <hr style="border-top: 1px dashed black;"/> <ul style="list-style-type: none"> <input type="checkbox"/> All <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>The \$5000 that was budgeted for technology consulting/repairs was not spent because there was not a need during the year. The \$1000 budgeted for professional development for classified staff was not spent because the training did not get completed within the school year. This will be reconsidered for the future. No money was budgeted for at-home supply kits, but \$750 was spent because the program took effect sooner than anticipated. All teachers and principals will attend the Computer Using Educators conference Fall 2015. The District will organize a training day on serving low income students for all staff August 2015. If teachers do not provide parent trainings, the Leadership Team will consider other options for parent training.</p>		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 2 from prior year LCAP:	All students will demonstrate increasing proficiency in all academic and social areas.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools: all Applicable Pupil Subgroups: all	
Expected Annual Measurable Outcomes:	<p>All students will have access to a broad course of study including music, art, drama, field trips, and project based learning. Metric: Academic Schedule</p> <p>All incoming kindergarten parents will receive information about about kindergarten readiness skills in the spring prior to starting kindergarten. Metric: Kindergarten Orientation Agenda, Screening Schedule</p> <p>All student subgroups will demonstrate increasing proficiency on Common Core State Standards: 55% of Low Income and English Learner students will advance to a higher proficiency level. Metric: District Benchmark Assessments</p> <p>Students who are not proficient on Common Core State Standards will demonstrate positive growth toward proficiency. Metrics: Targeted Student Lists, Intervention Rosters, Common Data Reports, Accelerated Reader growth data</p> <p>At least 10% of English Language Learners will be reclassified. Metric: English Learner Reclassification Rate</p> <p>Students will be recognized for academic achievement and for being safe, respectful, and responsible, Metric: Student of the Month Lists</p> <p>Students will be recognized for academic achievement, Metric: 4.0 Grade Point Average Lists, Honor Roll</p> <p>Students will be recognized for having good attendance at school. Metric: Quarterly Perfect Attendance Lists</p>	<p>Actual Annual Measurable Outcomes:</p> <p>All students had access to a broad course of study including music, art, drama, field trips, and project based learning. Metric: Academic Schedule</p> <p>All incoming kindergarten parents received information about about kindergarten readiness skills in the spring prior to starting kindergarten. Metric: Kindergarten Orientation Agenda, Screening Schedule</p> <p>All student subgroups demonstrated increasing proficiency on Common Core State Standards: 55% of Low Income and English Learner students will advance to a higher proficiency level. Metric: District Benchmark Assessments</p> <p>Students who were not proficient on Common Core State Standards demonstrated positive growth toward proficiency. Metrics: Targeted Student Lists, Intervention Rosters, Common Data Reports, Accelerated Reader growth data</p> <p>At least 10% of English Language Learners were reclassified. Metric: English Learner Reclassification Rate</p> <p>Students were recognized for academic achievement and for being safe, respectful, and responsible, Metric: Student of the Month Lists</p> <p>Students were recognized for academic achievement, Metric: 4.0 GPA Lists, Honor Roll</p> <p>Students were recognized for having good attendance at school. Metric: Quarterly Perfect Attendance Lists</p>
LCAP Year: 2014-15		
Planned Actions/Services		Actual Actions/Services
	Budgeted Expenditures	Estimated Actual Annual Expenditures

<p>Pilot new math programs, K-8</p>	<p>none \$0</p>	<p>All grades piloted McGraw Hill My Math and California Math 1st semester and Houghton Mifflin Go Math 2nd Semester. There were unanticipated costs to purchase some materials and provide professional development.</p>	<p>Cost of professional development and materials 0000: Unrestricted Supplemental \$8600</p>
<p>Scope of Service Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Evaluate electives and intervention</p>	<p>none \$0</p>	<p>An elective period for at risk 4th, 7th and 8th grade students has been added last period daily.</p>	<p>none \$0</p>
<p>Scope of Service Sisson School</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify) 7th and 8th Grades</p>		<p>Scope of Service Sisson School</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify) 7th and 8th Grades</p>	
<p>Provide collaboration time/ common planning time to develop Common Core lessons and assessments(possibly min. day bi-monthly).</p>	<p>none \$0</p>	<p>Used existing staff meeting schedule and some release time (sub costs) to provide time for Common Core planning and assessments.</p>	<p>none \$0</p>
<p>Scope of Service Districtwide</p>		<p>Scope of Service Districtwide</p>	

<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Provide differentiated work.</p>	<p>none \$0</p>	<p>The Common Core State Standards instructional materials include lessons and materials for below, on, and above grade level learners. Teachers are using these materials to differentiate instruction for group work.</p>	<p>none \$0</p>
<p>Scope of Service Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Early conferences will be provided in September for "at risk" students to establish goals for success and provide resources to parents.</p>	<p>none \$0</p>	<p>A minimum day was scheduled for September 24th, 2014 to allow for these conferences for all grade levels.</p>	<p>none \$0</p>
<p>Scope of Service Districtwide</p> <hr/> <p><input type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p>		<p>Scope of Service Districtwide</p> <hr/> <p><input type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p>	

_ Other Subgroups: (Specify)		_ Other Subgroups: (Specify)	
Use Student Study Teams to address academic and social concerns		Student Study Team meetings were held as needed	
none \$0		none \$0	
Scope of Service	Districtwide	Scope of Service	Districtwide
_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	No money was budgeted for math curriculum, but \$8600 was spent; the district expected that piloting programs would be free but some programs charged for materials and professional development. The District Math Committee will continue to facilitate decision-making toward purchase of a Common Core State Standards math program to occur during the 2015-2016 school year. Teachers may provide inservice to other teachers using Conference Committee funds regarding lesson design, benchmarks, etc.		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 3 from prior year LCAP:	Students, parent, staff, and the community will be highly engaged in meaningful and sustained activities.	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools: all Applicable Pupil Subgroups: all	
Expected Annual Measurable Outcomes:	All staff will participate in training to support low income families. Metric: Professional Development Agendas/Attendance Lists All parents will be provided opportunities to reinforce their skills in supporting their children's learning. Metric: Parent Training/Back to School Night Agendas and Sign Ins All parents will be provided opportunities to learn about Common Core State Standards. Metric: Parent Training for Common Core State Standards Agendas and Sign In Fewer that 5% of students will have "truant" absences. Metric: Attendance/Truancies as reported in Aeries All parents will have opportunities to be engaged in school groups and activities. Metric: Minutes from Site Council, Student Council, Partners In Education, The Ed Foundation All parents will have opportunities to attend performances and activities at school. Metric: Programs from Performances, Open House, and other Functions and Activities Behavior will improve with improving parent and student engagement. Metric: Student Suspension and Expulsion Rates will decline as compared with previous year's data as reported in Aeries	Actual Annual Measurable Outcomes: All staff participated in training to support low income families. Metric: Professional Development Agendas/Attendance Lists All parents were provided opportunities to reinforce their skills in supporting their children's learning. Metric: Parent Training/Back to School Night Agendas and Sign Ins All parents were provided opportunities to learn about Common Core State Standards. Metric: Parent Training for Common Core State Standards Agendas and Sign In Fewer that 5% of students had "truant" absences. Metric: Attendance/Truancies as reported in Aeries All parents had opportunities to be engaged in school groups and activities. Metric: Minutes from Site Council, Student Council, Partners In Education, The Ed Foundation All parents had opportunities to attend performances and activities at school. Metric: Programs from Performances, Open House, and other Functions and Activities Behavior improved with improving parent and student engagement. Metric: Student Suspension and Expulsion Rates declined as compared with previous year's data as reported in Aeries
LCAP Year: 2014-15		
Planned Actions/Services		Actual Actions/Services
	Budgeted Expenditures	Estimated Actual Annual Expenditures
Restructure Back to School Night to include parent skills and resources. Provide time to develop presentations and resources for Back to School Nights.	none \$0	Some restructuring was done to provide resources such as websites and parent friendly teaching strategies to families. none \$0

Scope of Service Districtwide		Scope of Service Districtwide	
X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Implement stations for teaching "safe, respectful, responsible" at the beginning of school, after Christmas break, and after Easter break.	none \$0	Community building Assemblies were done at Mount Shasta Elementary School; an appropriate hallway and assembly behavior video was produced at Sisson "Safe, Respectful, Responsible". 4th through 8th grades rotated through stations where they were taught appropriate behaviors.	none \$0
Scope of Service Districtwide		Scope of Service Districtwide	
X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Institute Positive Behavior Intervention Strategies, Problem Solving Wheel, and/or Peaceful Playground.	none \$0	Sisson created safe, respectful and responsible expectations/posters for areas outside classrooms. Mount Shasta Elementary School has a newly painted Peaceful Playground and continues Problem Solving Wheel.	none \$0
Scope of Service MSE		Scope of Service MSE	
_ All		_ All	

<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>K-3 Students</u></p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>K-3 Students</u></p>	
<p>Provide professional development for teaching organized games at recess.</p>	<p>Classified hourly rate 2000-2999: Classified Personnel Salaries Supplemental \$1000</p>	<p>Training during Spring 2015</p>	<p>Classified hourly pay 2000-2999: Classified Personnel Salaries Supplemental \$1000</p>
<p>Scope of Service Districtwide</p> <hr/> <input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<p>Scope of Service Districtwide</p> <hr/> <input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
<p>Counselor provides parent referrals to outside resources.</p>	<p>none \$0</p>	<p>Counselors contact parents and give options regarding community resources.</p>	<p>none \$0</p>
<p>Scope of Service Districtwide</p> <hr/> <input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<p>Scope of Service Districtwide</p> <hr/> <input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
<p>Counseling outreach for 3 or more unexcused absences.</p>	<p>none \$0</p>	<p>Counselors have been making contacts. The Leadership Team discussed situations where outreach may not be needed when the absences</p>	<p>none \$0</p>

			are unavoidable and understandable.	
Scope of Service Districtwide <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			Scope of Service Districtwide <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Develop a "new student / new family welcome plan".	none \$0		Counselors and principals meet families upon enrollment and give school tours and staff introductions. The Leadership Team discussed creating videos that could be added to the school websites.	none \$0
Scope of Service Districtwide <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			Scope of Service Districtwide <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Use multiple modes of parent contact such as: <ul style="list-style-type: none"> • phone calls • texting • email • Twitter • Remind 101 • auto-dialer • app 	none \$0		Remind 101, auto-dialer, email, phone calls and texting have been effective and will continue.	none \$0
Scope of Service Districtwide <hr/>			Scope of Service Districtwide <hr/>	

<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>Provide professional development for webpage design.</p>	<p>subs for full day release time for tech coordinator and teachers who do not have webpages 1000-1999: Certificated Personnel Salaries Supplemental \$1000</p>	<p>Completed Spring 2015</p>	<p>certificated hourly pay 1000-1999: Certificated Personnel Salaries Supplemental \$600</p>
<p>Scope of Service Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p>Scope of Service Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>*Use Student Study Teams to address truancy, behavior, or any other student concerns.</p>	<p>none \$0</p>	<p>Student Study Teams are addressing theses issues.</p>	<p>none \$0</p>
<p>Scope of Service Districtwide</p> <hr/> <p><input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p>Scope of Service Districtwide</p> <hr/> <p><input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	

September "at risk" conferences for Low Income English Learner, Foster Youth and all students who are struggling	none \$0	At Risk conferences held on September 24, 2014.	none \$0
Scope of Service: Districtwide ----- All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: Districtwide ----- All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Plan training on serving Low Income families for all staff	none \$0	Planned for training to occur August 2015	none \$0
Scope of Service: Districtwide ----- All OR: <input checked="" type="checkbox"/> Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: Districtwide ----- All OR: <input checked="" type="checkbox"/> Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Only \$600 of the \$1000 that was budgeted for webpage design was spent because less substitute time was needed than anticipated. We will provide time for Back to School Night training prior to the start of school in August. Counselors may call for 3 or more absences. We will include a new link on school websites to welcome new families. Safe, responsible, respectful student activities will be provided in various formats in future years.		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	\$186,538
<p>The Mount Shasta Union School District has 37% Low Income students and few English Learners and Foster Youth. The District does not receive Concentration Grant funds; the Supplemental Grant funds are primarily used districtwide. 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 the district 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 State Standards 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. This training will be provided during the 2015-2016 school year. All groups also asked that training/support and better communication for Low Income, Foster Youth and English Learner parents be provided by the school. Parent friendly Common Core State Standards brochures, parent education nights, and innovative communication strategies are parent supports to more fully engage parents with their children's learning. The Mount Shasta Union School District 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 Low Income, Foster Youth, and English Learner 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. Additionally, this plan includes funds to reduce class sizes and add TA time in the primary grades in order to support high quality standards-based instruction.</p>	

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

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

5.19	%
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Low income, students, foster youth, and English learners will receive increased and improved services through various additions to the LCAP. All staff will receive training specific to meeting the needs of low income families. School supply kits will be provided to students who need them. After school homework help will be provided when needed. Additional parent conferences will be provided for students who are struggling at school. Additional resource teacher time has been added to provide more services to identified students. These services are beyond the improvements to all students such as increased access to reduced class sizes, increased access to teachers' assistants, increased access to technology, Common Core State Standards aligned materials, and counseling.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

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

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

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

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

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

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).