

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: 2016-2019

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 43% 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. 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 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 have shifted to act as liaisons for parents to school and community resources, and counselors are also 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
The superintendent reviewed the Annual Update and the LCAP with the Mount Shasta Elementary School Site Council on January 7, 2016 and took input on the plan.	No recommendations for changes were made. The group discussed using some of the metrics within the LCAP for future Site Council discussion and goal setting.
The superintendent reviewed the Annual Update and the LCAP with the Sisson School Site Council on January 11, 2016 and took input on the plan.	The quality of school lunches was discussed as a concern. Sisson Site Council also recommended that the district consider options for providing parenting strategies for intentional non-learning (disengaged) students .
	Support for parenting strategies will be addressed within the 2016-2017 LCAP

The superintendent reviewed the Annual Update and the LCAP with the school board every other month during the 2015-2016 school year.

The superintendent met with Sisson Student Council to review the Annual Update and the LCAP on February 22, 2016.

The district held a parent meeting on January 27, 2016 to take input on the Annual Update and the LCAP.

year.

The Board took action to accelerate the purchase of student devices by making a 2016-2017 technology expenditure ahead of schedule.

Input included:

- Availability of computers has been great. Teaching and learning with computers is going well. Some students need to learn to prioritize their time (too much game playing, but the students need to learn to handle that through trial and error, in the opinion of Student Council members).
- Common Core Math is hard, but it will get better for students who come up with it; the transition has been hard. Common Core Math is a good fit for many students' learning style, and the hope is that it prepares students for the Smarter Balanced Assessment.
- Students feel safe at school, but there are some students with concerning behavior.
- School support for parent involvement is good.

The LCAP will continue to include strategies to improve student behavior and school climate.

Four parents attended and held a discussion about the current year and 2016-2017.

Parent input included:

- Third grade math is difficult, possibly because we are on our third program in 3 years.
- Parents need help understanding Common Core Math. If descriptions of units or topics could be sent in advance, it would help.
- Some kids don't feel good about themselves in relation to their struggle with the math.
- Homework takes longer than teachers realize.
- Parents like the Remind App (communication tool) and appreciate that the autodialer is saved for important items.
- Kids are excited about how computers are being used at school.
- 7th grade class sizes are too big.
- Third grade parents should receive an introduction to 4th grade and the transition to Sisson.
- Cursive writing: is it taught throughout the district or by teacher choice? Concerns were shared about students not being able to read cursive.
- Having two principals in the schools makes a world of difference.

Mount Shasta Elementary Teachers' Association and Classified School Employees Association bargaining units were provided copies of the draft LCAP and the Annual Update and the LCAP were discussed with both groups with opportunities for input.

The District leadership team, including teacher assistants, teachers, counselors, principals, and the superintendent, reviewed input and collaborated on the draft LCAP and Annual Update on February 23, 2016.

Students were surveyed districtwide in spring 2016.

The Annual Update and the LCAP were discussed during a public hearing at the June Regular Meeting of the School Board, June 14, 2016.

The Annual Update and the LCAP were approved, together with the District Budget, at the June Special Budget Meeting of the School Board, June 21, 2016.

Annual Update:

The superintendent reviewed the Annual Update and the LCAP with the Mount Shasta Elementary School Site Council on January 7, 2016 and took input on the plan.

The superintendent reviewed the Annual Update and the LCAP with the Sisson School Site Council on January 11, 2016 and took input on the plan.

The LCAP will continue to include strategies for supporting parent engagement. The district will continue to move toward math program adoption, and options for parent/homework support within the new math program. Remind Text App will be continued for communication, and staff will review district handwriting practices. Third grade and fourth grade staff will work on a transition plan for students graduating to Sisson School.

No additional changes were made.

Superintendent Emerson, Principals Riccomini and Rizzo, teachers Gutierrez, T. Garcia, G. Hanon, Savarese, Fleischman, Hardy, Keiner, and Teacher Assistants Baton and Correa participated. The Annual Update was populated with current information, input data from parents, students, site councils, and the staff was reviewed, and the new 3 year plan was drafted. Input that was taken in earlier stakeholder meetings was discussed and included in the LCAP, and the Leadership Team added consideration of middle school intervention/scheduling and a possible future Community Day School to the plan.

No additional changes were made.

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Annual Update:

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The LCAP will continue to include strategies to improve student behavior and school climate.

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Parent input included:

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

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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. Ongoing facilities maintenance 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: 2016-17

Expected Annual Measurable Outcomes:	All schools will have no significant facilities inspection findings. Metric: Facility Inspection Tool Technology Inventory will reflect 1:1 ratio for grades 1-8, and devices for small group instruction in kindergarten and grade 1. 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, and accident reports 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. Metric: Local expulsion and enrollment data
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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 a 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	Purchase Math Program 4000-4999: Books And Supplies Supplemental \$50,000

		English proficient _ Other Subgroups: (Specify)	
Middle school staff will review/pilot social studies instructional materials	Sisson School 6th-8th	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Purchase/pilot Social Studies materials/subscriptions 4000-4999: Books And Supplies Supplemental \$5000
The District will provide or replace 20% of student computers annually (Completed in 2015-2016, money to be repaid to the General Fund; the school board agreed to use money from reserves to accelerate this action with the agreement that reserves would be repaid the following 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 (purchase was made in 2015-2016) 4000-4999: Books And Supplies Supplemental \$0
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, etc. 5000-5999: Services And Other Operating Expenditures Supplemental \$25,000
25% of staff will attend professional development on the new state standards each year on a rotating basis.	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 for professional development 5000-5999: Services And Other Operating Expenditures Supplemental \$6000

<p>Parent support for new state standards, math, webpages and other resources will be provided by teachers at Back to School Night, parent conferences, and as needed.</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>100% of teachers will be fully credentialed and appropriately assigned.</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 have opportunities to be physically active on a regular basis including at least 200 minutes of research-based physical education every 10 school days.</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>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</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> All</p>	<p>none \$0</p>

<p>education to foster lifelong habits of healthy eating.</p>	<p>e</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 type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Continue .3 FTE Resource Specialist for 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 \$17,221 benefits 3000-3999: Employee Benefits Supplemental \$5,118</p>
<p>Middle school staff will meet to review the way instructional time and support resources are used.</p>	<p>Sisson School Grades 6-8</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 school board and administrators will explore Community Day School options in preparation for future possible expelled 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 type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>none \$0</p>
<p>Certificated staff will meet to discuss a districtwide approach to penmanship.</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p>	<p>none \$0</p>

		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Provide additional nursing days to support dental hygiene, other hygiene, nutrition, and other health related activities.	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)	Contract with Siskiyou County Office of Education 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$8.896

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	All schools will have no significant facilities inspection findings. Metric: Facility Inspection Tool Technology Inventory will reflect 1:1 ratio for 1-8 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, and accident reports 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 provide or replace 20% of District computers, accessories, subscriptions, apps, supplies, etc. annually.	Districtwide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Purchase Computers, accessories and supplies 4000-4999: Books And Supplies Supplemental \$30,000

<p>Facilities will be maintained according to the deferred maintenance Plan.</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>Contract for paving, painting, flooring, etc. 5000-5999: Services And Other Operating Expenditures Supplemental \$25,000</p>
<p>Parent support for new state standards, math, webpages and other resources will be provided by teachers at Back to School Night, parent conferences, and as needed.</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>100% of teachers will be fully credentialed and appropriately assigned.</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 have opportunities to be physically active on a regular basis including at least 200 minutes of research-based physical education every 10 school days.</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>Foods and beverages sold or served at school will meet</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> All</p>	<p>none \$0</p>

<p>the nutrition recommendations of the U.S. Dietary Guidelines for Americans.</p>	<p>e</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 type="checkbox"/> Other Subgroups: (Specify)</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>Maintain .3 FTE Resource Specialist to continue 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 type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>salary 1000-1999: Certificated Personnel Salaries Supplemental \$21,300</p>
<p>Maintain nursing days to support dental hygiene, other hygiene, nutrition, and other health related activities.</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>Contract with Siskiyou County Office of Education 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$9,000</p>

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes: All schools will have no significant facilities inspection findings. Metric: Facility Inspection Tool
 Technology Inventory will reflect 1:1 ratio for 1-8 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, and accident reports
 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 District computers, accessories, subscriptions, apps, supplies, etc. annually.	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 computers, accessories, and supplies 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)	Contracts for maintenance 5000-5999: Services And Other Operating Expenditures Supplemental \$25,000
Parent support for new state standards, math, webpages and other resources will be provided by teachers at Back to School Night, parent conferences, and as needed.	Districtwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	none \$0

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
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: (Specify)	none \$0
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 days.	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
Foods and beverages sold or served at school will meet the nutrition recommendations of the U.S. Dietary Guidelines for Americans.	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
All students will receive research-based health/nutrition education to foster lifelong habits of healthy eating.	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)	
Maintain .3 FTE Resource Specialist to continue additional intervention services to identified students.	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)	salary 1000-1999: Certificated Personnel Salaries Supplemental \$21,300
Maintain nursing days to support dental hygiene, other hygiene, nutrition, and other health related activities.	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 type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Contract with Siskiyou County Office of Education 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$9,000

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: 2016-17

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 kindergarten readiness skills in the spring prior to starting kindergarten. Metric: Kindergarten Orientation Agenda 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
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain reduced class sizes at 24 and under for K-3	Mount Shasta Elementary K-3rd Grades	<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:	Pay certificated salary 1000-1999: Certificated Personnel Salaries Supplemental \$57,404 benefits 3000-3999: Employee Benefits Supplemental \$17,061

		(Specify)	
Maintain Teachers' Assistant from prior year (\$10,000). Add an additional 3.5 hour Teachers' Assistant (\$10,000). Consider 1st-3rd noon reading program for Low Income, Foster Youth, and English Learners.	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 type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Pay classified salary 2000-2999: Classified Personnel Salaries Supplemental \$16,823 benefits 3000-3999: Employee Benefits Supplemental \$4,332
A parent conference will be provided for 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
Certificated staff at Mount Shasta Elementary School will explore the option of Expanded Transitional Kindergarten.	Mount Shasta Elementary School Transitional Kindergarten Students	<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
Student Study Teams to 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

<p>Provide intervention for identified students through Title 1 program</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>Title 1 Teacher Salaries 1000-1999: Certificated Personnel Salaries Title I \$143,360. Title 1 Teachers' Aide Salaries 2000-2999: Classified Personnel Salaries Title I \$12,379 Employee Benefits 3000-3999: Employee Benefits Title I \$43,230 Books and Supplies 4000-4999: Books And Supplies Title I \$1,600. Consortium Fee 5000-5999: Services And Other Operating Expenditures Title I \$9,000 Indirect Cost 7000-7439: Other Outgo Title I \$13,161 Title 1 Program encroachment 1000-1999: Certificated Personnel Salaries Supplemental \$77,714</p>
<p>Provide intervention for identified students through Title 2 funding</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>Teacher salaries 1000-1999: Certificated Personnel Salaries Title II \$25,089 Employee Benefits 3000-3999: Employee Benefits Title II \$7866 Supplies 4000-4999: Books And Supplies Title II \$0 Travel and Conference 5000-5999: Services And Other Operating Expenditures Title II \$0 Indirect Costs 7000-7439: Other Outgo Title II \$1877</p>

LCAP Year 2: 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 kindergarten readiness skills in the spring prior to starting kindergarten. Metric: Kindergarten Orientation Agenda
 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
Maintain reduced class sizes at 24 and under for K-3	Mount Shasta Elementary K-3rd Grades	<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 salary 1000-1999: Certificated Personnel Salaries Supplemental \$71,357
A parent conference will be provided for 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
Student Study Teams to 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	none \$0

		<input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Continue additional Teacher Assistant support	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)	Pay classified salary 2000-2999: Classified Personnel Salaries Supplemental \$20,000
Provide intervention for identified students through Title 1 program	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)	Title 1 Teacher Salaries 1000-1999: Certificated Personnel Salaries Title I \$143,360. Title 1 TA Salaries 2000-2999: Classified Personnel Salaries Title I \$14,199. Employee Benefits 3000-3999: Employee Benefits Title I \$41,235.73 Supplies 4000-4999: Books And Supplies Title I \$1,600. Consortium Fee 5000-5999: Services And Other Operating Expenditures Title I \$9000 Indirect Cost 7000-7439: Other Outgo Title I \$15,160.18
Provide intervention for identified students through Title 2 Funding	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)	Teacher Salaries 1000-1999: Certificated Personnel Salaries Title II \$20,411.60 Employee Benefits 3000-3999: Employee Benefits Title II \$3,377.58 Supplies 4000-4999: Books And Supplies Title II \$159.00 Travel and Conference 5000-5999: Services And Other Operating Expenditures Title II \$10,500 Indirect Cost 7000-7439: Other Outgo Title II \$2501.18

LCAP Year 3: 2018-19

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 kindergarten readiness skills in the spring prior to starting kindergarten. Metric: Kindergarten Orientation Agenda
 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

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain reduced class sizes at 24 and under for K-3	Mount Shasta Elementary K-3	<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)	salary 1000-1999: Certificated Personnel Salaries Supplemental \$71,357
Continue additional Teacher Assistant support	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)	salaries 2000-2999: Classified Personnel Salaries Supplemental \$20,000
A parent conference will be provided for 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	none \$0

		<input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Student Study Teams to 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
Provide intervention for identified students through Title 1 program	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)	Title 1 Teacher Salaries 1000-1999: Certificated Personnel Salaries Title I 143,360. Title 1 Teachers' Aide Salaries 2000-2999: Classified Personnel Salaries Title I \$14,199. Employee Benefits 3000-3999: Employee Benefits Title I \$41,235.73 Supplies 4000-4999: Books And Supplies Title I \$1600. Consortium Fee 5000-5999: Services And Other Operating Expenditures Title I \$9000. Indirect Cost 7000-7439: Other Outgo Title I \$15,160.18
Provide intervention for identified students through Title 2 Funding	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)	Teacher Salaries 1000-1999: Certificated Personnel Salaries Title II \$20,411.6 Employee Benefits 3000-3999: Employee Benefits Title II \$3377.58 Supplies 4000-4999: Books And Supplies Title II \$159. Travel and Conference 5000-5999: Services And Other Operating Expenditures Title II \$10,500 Indirect Cost 7000-7439: Other Outgo Title II \$2501.18

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: 2016-17

Expected Annual Measurable Outcomes:	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 1st -8th Grade students will have access to a computer/device, 1:1	Districtwide 1st-8th	<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

<p>Maintain counseling services</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 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$63,000</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 budgeted \$0</p>
<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>supplies 4000-4999: Books And Supplies Supplemental \$750</p>
<p>Continue to provide activities such as band, choir, drama, garden, PE, art, ceramics, athletics, counseling, and Gifted and Talented Education.</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>Continue to distribute parent friendly new state standards brochures.</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)	
Grades will be posted online for every 4th-8th grade classroom.	Sisson School 4th-8th Grades	<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
"Safe Respectful Responsible" activities will be provided throughout the year.	Mount Shasta Elementary K-3rd Grades	<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 at Sisson School.	Sisson School 4th-8th Grades	<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
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	none \$0

		English proficient _ Other Subgroups: (Specify)	
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 <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	none \$0
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 _ Other Subgroups: (Specify)	none \$0
A new family welcome plan will be continued.	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 _ Other Subgroups: (Specify)	none \$0
The district will explore options for Information Technology support, technology coordinators, and other support for teaching/learning with computers.	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 _ Other Subgroups: (Specify)	none \$0

<p>Certificated and office staff will participate in website and Aeries Student Information System training for website and online grades support.</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>Travel and conference 5000-5999: Services And Other Operating Expenditures Supplemental \$5,000</p>
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LCAP Year 2: 2017-2018

<p>Expected Annual Measurable Outcomes:</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 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</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>All 1st -8th Grade students will have access to a computer/device, 1:1</p>	<p>Districtwide 1st-8th</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 \$30,000 already included \$0</p>
<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</p>	<p>supplies 4000-4999: Books And Supplies Supplemental \$750</p>

		_ 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)	No additional cost beyond counseling contract \$0
All teachers will attend Professional Development on new 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 <input type="checkbox"/> Other Subgroups: (Specify)	No additional cost beyond \$6000 already included \$0
"Safe Respectful Responsible" activities will be provided throughout the year.	Mount Shasta Elementary K-3rd Grades	<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
Continue to distribute parent friendly new state standards brochures.	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

<p>Grades will be posted online for every 4th-8th grade classroom.</p>	<p>Sisson School</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>Positive Behavior Intervention Strategies will be implemented at Sisson School.</p>	<p>Sisson School 4th-8th Grades</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>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>No additional cost beyond counseling contract \$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>No additional cost beyond counseling contract \$0</p>
<p>Maintain Counseling Services</p>	<p>Districtwide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils</p>	<p>Contract with Remi Vista 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$63,000</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)	
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LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	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/Tuancies 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 1st -8th Grade students will have access to a computer/device, 1:1	Districtwide 1st -8th	<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
Continue to assemble at home school supply kits for some students, as needed.	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)	supplies 4000-4999: Books And Supplies Supplemental \$750
A new family welcome plan will be implemented.	Districtwide	<input checked="" type="checkbox"/> All	none \$0

	e	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)	
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 <input type="checkbox"/> Other Subgroups: (Specify)	Pay for travel and registration 5000-5999: Services And Other Operating Expenditures Supplemental \$7000
"Safe Respectful Responsible" activities will be provided throughout the year.	Mount Shasta Elementary K-3	<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
Continue to distribute parent friendly new state standards brochures.	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
Grades will be posted online for every 4th-8th grade classroom.	Sisson School 4th-8th	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	none \$0

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Positive Behavior Intervention Strategies will be implemented 4th-8th.	Sisson School 4th-8th	<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
Counselors will provide parent referrals to outside resources.	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
Counselors will provide outreach/calls to families for 3 or more absences.	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
Maintain 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	Contract with Remi Vista 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$63,000

		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.

Annual Update

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

Guiding Questions:

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

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 _ 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: all Applicable Pupil Subgroups: all		
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.	Actual Annual Measurable Outcomes: All schools had no significant facilities inspection findings. Metric: Facility Inspection Tool Technology Inventory reflected 1:1 ratio 1st-8th grades and 2:1 for K classes. Metric: Technology Inventory All students had access to 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 K-3 students participated 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 19% reduction in office referrals, suspensions and expulsions All teachers were fully credentialed and appropriately assigned. Metric: District Williams Reports on Teacher Mis-assignments District attendance averages we're at 94% for the year. Metric: Monthly Aeries attendance reports 1.5% of students received a suspension during the year. Metric: Local suspension data The district maintained the level of expulsions and drop outs at zero.	
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
The District will purchase and implement new state standards math	Purchase Common Core State	The District purchased and implemented new state standards math	Purchased Common Core State

<p>program.</p>	<p>Standards math materials for pilot or adoption 4000-4999: Books And Supplies Supplemental \$15,000</p>	<p>program materials as part of a 2nd year pilot (not a District adoption yet).</p>	<p>Standards math materials for pilot 4000-4999: Books And Supplies Supplemental \$25,911.</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>The District will purchase and implement Common Core State Standards aligned English Language Arts materials, 4-8</p>	<p>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</p>	<p>The District purchased and implemented Common Core State Standards aligned English Language Arts materials, 6-8</p>	<p>Purchased supplementary materials to support Common Core State Standards lessons including Teacher Curriculum Institute and novel sets. 4th and 5th grade classes did not need additional materials due to the recent purchase on a comprehensive English Language Arts program. 4000-4999: Books And Supplies Supplemental \$4,204.</p>
<p>Scope of Service Sisson School, grades 4-8</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 Sisson School, grades 6-8</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>The District will provide or replace 20% of student computers each year</p>	<p>Purchase Chromebooks and/or iPads 4000-4999: Books And Supplies Supplemental \$30,000</p>	<p>The District provided computers for 40% of District students</p>	<p>Purchased Chromebooks and iPads 4000-4999: Books And Supplies Supplemental \$80,051.</p>

<p>Scope of Service Districtwide</p> <hr/> <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>Scope of Service Districtwide</p> <hr/> <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>Facilities will be maintained according to the deferred maintenance Plan.</p>	<p>Contract for blacktop, painting, flooring repairs 6000-6999: Capital Outlay Supplemental \$25,000</p>	<p>Facilities maintenance projects were completed.</p>	<p>Contracts for blacktop, painting, flooring repairs 6000-6999: Capital Outlay Supplemental \$25,000.</p>
<p>Scope of Service Districtwide</p> <hr/> <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>Scope of Service Districtwide</p> <hr/> <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>All teachers and principals will attend professional development on Common Core State Standards.</p>	<p>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</p>	<p>Except for 1 teacher, all teachers and principals attended professional development on Common Core State Standards.</p>	<p>Paid for travel and registration to Computer Using Educators Conference using Educator Effectiveness funds to allow more Supplemental Grant funds to be spent on 1:1 student computer initiative. 5000-5999: Services And Other Operating Expenditures Other \$0</p>
<p>Scope of Service Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils</p>		<p>Scope of Service Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils</p>	

<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) 		<ul style="list-style-type: none"> <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 					
<p>All staff will attend training on meeting the needs of low income families.</p>	<p>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</p>	<p>All staff attended training on meeting the needs of low income families.</p>	<p>Hosted training specific to the needs of low income families. 5000-5999: Services And Other Operating Expenditures Supplemental \$1,870.</p>				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">Districtwide</td> </tr> </table> <ul style="list-style-type: none"> <input type="checkbox"/> All <p>OR:</p> <ul style="list-style-type: none"> <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) 	Scope of Service	Districtwide		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">Districtwide</td> </tr> </table> <ul style="list-style-type: none"> <input type="checkbox"/> All <p>OR:</p> <ul style="list-style-type: none"> <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) 	Scope of Service	Districtwide	
Scope of Service	Districtwide						
Scope of Service	Districtwide						
<p>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.</p>	<p>Pay teachers' hourly rates to provide parent training 1000-1999: Certificated Personnel Salaries Supplemental \$1000</p>	<p>No teachers provided Family Nights/Parent Training Nights. This action has been eliminated in future LCAP years; parent training will be provided during Back to School Nights and parent conferences and as needed.</p>	<p>none \$0</p>				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">Districtwide</td> </tr> </table> <ul style="list-style-type: none"> <input checked="" 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) 	Scope of Service	Districtwide		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">Districtwide</td> </tr> </table> <ul style="list-style-type: none"> <input checked="" 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) 	Scope of Service	Districtwide	
Scope of Service	Districtwide						
Scope of Service	Districtwide						

Employ fully credentialed teachers and assign appropriate to credentials.	none \$0	All teachers were fully credentialed and assigned appropriate to credentials	none \$0
<p>Scope of Service Districtwide</p> <hr/> <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>Scope of Service Districtwide</p> <hr/> <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>	
Staff will construct and provide at home school supply kits.	Purchase supplies for kits 4000-4999: Books And Supplies Supplemental \$750	Staff constructed and provided at home school supply kits.	Purchase supplies for kits. 4000-4999: Books And Supplies Supplemental \$0
<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 <input type="checkbox"/> 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 <input type="checkbox"/> Other Subgroups: (Specify)</p>	
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 days.	none \$0	All students had opportunities to be physically active on a regular basis including at least 200 minutes of research-based physical education every 10 school days.	none \$0
<p>Scope of Service Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p>		<p>Scope of Service Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p>	

<p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><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>none \$0</p>	<p>Foods and beverages sold or served at school met the nutrition recommendations of the U.S. Dietary Guidelines for Americans.</p>	<p>none \$0</p>
<p>Scope of Service: Districtwide</p> <hr/> <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>Scope of Service: Districtwide</p> <hr/> <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>All students will receive research-based health/nutrition education to foster lifelong habits of healthy eating.</p>	<p>none \$0</p>	<p>All students received research-based health/nutrition education to foster lifelong habits of healthy eating.</p>	<p>none \$0</p>
<p>Scope of Service: Districtwide</p> <hr/> <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>Scope of Service: Districtwide</p> <hr/> <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>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>salary 1000-1999: Certificated Personnel Salaries Supplemental \$21,300</p>	<p>The previous 1.7 full time equivalent district Resource Specialist Program teachers was increased to 2.0 full time equivalents to provide additional intervention services to identified students.</p>	<p>salary 1000-1999: Certificated Personnel Salaries Supplemental \$16,762. benefits 3000-3999: Employee Benefits Supplemental \$4,724</p>

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?	The District Math Curriculum Committee decided not to recommend a program for formal adoption for 2015-2016 and instead continued to pilot. The pilot program did generate costs associated with materials and professional development. The District Technology Committee strongly recommended that the District accelerate movement toward having a computer for every student in grades 1-8; money allocated for 2016-2017 was spent in 2015-2016 to double the number of computers that could be purchased in the current year. This brought us to a 1:1 student to computer ratio in grades 1-8 in 2015-2016. One teacher was not able to attend the Computer Using Educators Conference in October, but all other certificated staff attended. Family Night/Parent Training Nights were not held as teachers did not elect to provide them. This action has been eliminated in future LCAP years; parent training will be provided during Back to School Nights and parent conferences and as needed. 4th and 5th grade classes did not need additional materials due to the recent purchase on a comprehensive English Language Arts program.				

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 <input checked="" type="checkbox"/> 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>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</p> <p>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</p> <p>At least 10% of English Language Learners will be redesignated, Metric: English Learner Redesignation Rate</p> <p>At least 75% of English Language Learners will make progress toward English proficiency, Metric: California English Language Development Test</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</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>Not all incoming kindergarten parents received information about about kindergarten readiness skills in the spring prior to starting kindergarten. Some parents enrolled their kids too late to allow for this early communication. Metric: Kindergarten Orientation Agenda, Screening Schedule</p> <p>37% of students in 3rd-8th grades improved one level on the Smarter Balanced Assessment. Metric: Smarter Balanced data</p> <p>All students who are not proficient on Common Core State Standards demonstrated progress 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 redesignated, Metric: English Learner Redesignation Rate</p> <p>100% of English Language Learners made progress toward English proficiency, Metric: California English Language Development Test</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 Grade Point Average Lists</p>
LCAP Year: 2015-16		
Planned Actions/Services		Actual Actions/Services
	Budgeted Expenditures	Estimated Actual Annual Expenditures

<p>After school homework help will be provided, 1 hour daily, T-Th.</p>	<p>Teachers' Assistant time 2000-2999: Classified Personnel Salaries Supplemental \$3000</p>	<p>After school homework help was provided by the principal and counselors instead. This will continue going forward in future LCAP years.</p>	<p>none \$0</p>
<p>Scope of Service: Sisson School</p> <hr/> <p><input type="checkbox"/> All</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><input checked="" type="checkbox"/> Other Subgroups: (Specify) 4th-8th Grades</p>		<p>Scope of Service: Sisson School</p> <hr/> <p><input type="checkbox"/> All</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><input checked="" type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Maintain reduced class sizes at 24 and under for K-3</p>	<p>Add 1 teacher 1000-1999: Certificated Personnel Salaries Supplemental \$71,357</p>	<p>Maintain reduced class sizes at 24 and under for K-3</p>	<p>salary 1000-1999: Certificated Personnel Salaries Supplemental \$55,872.</p> <p>benefits 3000-3999: Employee Benefits Supplemental \$15,745.</p>
<p>Scope of Service: Mount Shasta Elementary K-3rd Grades</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: Mount Shasta Elementary K-3rd Grades</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>Increase TA support by adding a 3.5 hour Teachers' Assistant</p>	<p>Add 1 3.5 hour TA 2000-2999: Classified Personnel Salaries Supplemental \$10,000</p>	<p>Increased TA support by adding a 3.5 hour Teachers' Assistant</p>	<p>salary 2000-2999: Classified Personnel Salaries Supplemental \$7,709.</p> <p>benefits 3000-3999: Employee Benefits Supplemental \$1,840.</p>
<p>Scope of Service: Districtwide</p>		<p>Scope of Service: 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><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>Student Study Teams and additional parent conferences will address truancy, behavior, academic and other problems.</p>	<p>none \$0</p>	<p>Student Study Teams and additional parent conferences addressed truancy, behavior, academic and other problems.</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 <input type="checkbox"/> 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 <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>An additional parent conference will be provided to at risk students on a minimum day early in the school year.</p>	<p>none \$0</p>	<p>An additional parent conference was provided to at risk students on a minimum day early in the school year.</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 <input type="checkbox"/> 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 <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Kindergarten screening will happen in the spring/early summer so parents</p>	<p>none \$0</p>	<p>Not all incoming kindergarten parents received information about about</p>	<p>none \$0</p>

<p>may benefit from screening results/recommendations.</p>		<p>kindergarten readiness skills in the spring prior to starting kindergarten. Some parents enrolled their kids too late to allow for this early communication.</p>	
<p>Scope of Service Mount Shasta Elementary K students</p> <hr/> <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>Scope of Service Mount Shasta Elementary K students</p> <hr/> <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>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>When the LCAP was approved, it was expected that teachers' assistants would provide after school homework help, however the help was provided by counselors and school principal instead. Counselors and the Sisson School principal will continue this action. The goal to screen all incoming kindergarten students prior to the end of the school year to allow for early communication of readiness skills was not met because several kindergarten students were not enrolled until well into summer vacation. Kindergarten readiness goals will be provided to registered parents and preschools in the spring.</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 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
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Goal Applies to:	Schools: all	Applicable Pupil Subgroups: all
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Expected Annual Measurable Outcomes:	<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/Truancies 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>	Actual Annual Measurable Outcomes:	<p>All staff participated in training to support low income families. Metric: Professional Development Agendas/Attendance Lists</p> <p>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</p> <p>All parents were not provided training on Common Core State Standards; information was distributed but a training event was not held. Metric: Parent Training for Common Core State Standards Agendas and Sign In</p> <p>5% of students had "truant" (chronic) absences of 3 or more days unexcused. Metric: Attendance/Truancies as reported in Aeries</p> <p>The District promoted 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, LCAP meetings</p> <p>The District promoted and provided 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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LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Grades are posted online for every 4th-8th grade classroom.	none \$0	Grades were not posted online for every 4th-8th grade classroom, although most teachers did post grades online.	none \$0

<table border="1"> <tr> <td>Scope of Service</td> <td>Sisson School 4th-8th Grades</td> </tr> </table> <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>	Scope of Service	Sisson School 4th-8th Grades		<table border="1"> <tr> <td>Scope of Service</td> <td>Sisson School 4th-8th Grades</td> </tr> </table> <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>	Scope of Service	Sisson School 4th-8th Grades	
Scope of Service	Sisson School 4th-8th Grades						
Scope of Service	Sisson School 4th-8th Grades						
<p>"Safe Respectful Responsible" activities will be provided throughout the year.</p>	<p>none \$0</p>	<p>"Safe Respectful Responsible" activities were provided throughout the year.</p>	<p>none \$0</p>				
<table border="1"> <tr> <td>Scope of Service</td> <td>Districtwide K-3rd Grades</td> </tr> </table> <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>	Scope of Service	Districtwide K-3rd Grades		<table border="1"> <tr> <td>Scope of Service</td> <td>Districtwide K-3rd Grades</td> </tr> </table> <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>	Scope of Service	Districtwide K-3rd Grades	
Scope of Service	Districtwide K-3rd Grades						
Scope of Service	Districtwide K-3rd Grades						
<p>Professional development for Positive Behavior, Intervention and Support strategies will be provided, strategies will be implemented.</p>	<p>none \$0</p>	<p>Professional development for Positive Behavior, Intervention and Support strategies were provided, strategies were implemented.</p>	<p>none \$0</p>				
<table border="1"> <tr> <td>Scope of Service</td> <td>Sisson School 4th-8th Grades</td> </tr> </table> <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>	Scope of Service	Sisson School 4th-8th Grades		<table border="1"> <tr> <td>Scope of Service</td> <td>Sisson School 4th-8th Grades</td> </tr> </table> <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>	Scope of Service	Sisson School 4th-8th Grades	
Scope of Service	Sisson School 4th-8th Grades						
Scope of Service	Sisson School 4th-8th Grades						

<p>Counselors will provide parent referrals to outside resources.</p>	<p>none \$0</p>	<p>Counselors provided parent referrals to outside resources.</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><input type="checkbox"/> Other Subgroups: (Specify)</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><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Counselors will provide outreach/calls to families for 3 or more absences.</p>	<p>none \$0</p>	<p>Counselors provided outreach/calls to families for 3 or more absences.</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><input type="checkbox"/> Other Subgroups: (Specify)</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><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Schools and staff will use multiple modes of parent contact.</p>	<p>none \$0</p>	<p>Schools and staff used multiple modes of parent contact: Remind App, autodialer, messaging, Facebook, email.</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>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>	

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

<p>OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p>OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<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>Not all teachers provided grades online, but support is provided to continue to make progress on this activity.</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.

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:	<u>\$202,381</u>
<p>The Mount Shasta Union School District has 43.7% 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 work to identify current conditions that may be barriers to school success for those subgroups of students.</p> <p>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 Low Income, Foster Youth and English Learner students.</p> <p>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. Parent friendly Common Core State Standards brochures and innovative communication strategies are parent supports to more fully engage Low Income, Foster Youth and English Learner parents with their children's learning; these brochures will be provided annually.</p> <p>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 lessons 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. Additionally, this plan includes funds to reduce class sizes, support interventions, and add Teacher Assistant time in the primary grades in order to support high quality standards-based instruction. Actions that provide resources specifically to Low Income, English Learner and Foster Youth students include counseling, at-home supply kits, Teachers' Assistants, nursing services, and additional access to a Resource Specialist Teacher/Program. Counselors provide parent referrals to outside resources and make calls to families for 3 or more absences, and a student study team addresses truancy, behavior and other concerns.</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.

5.20	%
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Low income, Foster Youth, and English Learner students and parents will receive increased and improved services through various additions to the LCAP. School supply kits will be provided to students who need them. Additional resource teacher and teacher assistant time has been added to provide more services to unduplicated students. Counseling is available all day, every day, to students and parents who struggle to be successful in school; these counseling services are largely directed to Low Income student and parents. Nursing services will be added in 2016-2017 to provide health/hygiene support to Low Income, English Learner, and Foster Youth students.

These services are beyond the improvements to all students such as increased access to reduced class sizes, increased access to technology, Common Core State Standards aligned materials.

Research to support our actions are as follows:

High Quality Instructional Materials

Research that supports the benefit of access to high quality instructional materials can be found at <http://www.brookings.edu/research/reports/2012/04/10-curriculum-chingos-whitehurst>.

Resource Specialist Teacher/Teacher Assistance to Assist Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades
<http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=3>

This guide offers five specific recommendations to help educators identify struggling readers and implement evidence-based strategies to promote their reading achievement. Teachers and reading specialists can utilize these strategies to implement RtI and multi-tier intervention methods and frameworks at the classroom or school level. Recommendations cover how to screen students for reading problems, design a multi-tier intervention program, adjust instruction to help struggling readers, and monitor student progress.

Small Class Sizes

Research that supports the benefit of access to small class sizes can be found at <http://www.centerforpubliceducation.org/Main-Menu/Organizing-a-school/Class-size-and-student-achievement-At-a-glance/Class-size-and-student-achievement-Research-review.html>.

The Impact of the School Nurse Shortage

<http://www.schoolnurse.com/public/images/The%20Impact%20of%20the%20School%20Nurse%20Shortage%20Rev.pdf>

Counseling Services

Research on School Counseling Effectiveness <http://www.cde.ca.gov/ls/cg/rh/counseffective.asp>

Technology

Research that supports the benefit of access to high quality technology for learning can be found at <http://www.ericdigests.org/1999-1/benefits.html>.

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).