2019-20

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

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

<u>California School Dashboard</u>: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

**LEA Name** 

Contact Name and Title

**Email and Phone** 

Mount Shasta Union School District

Barry Barnhart Superintendent bbarnhart@msusd.org 530-926-6007

# 2017-20 Plan Summary The Story

Describe the students and community and how the LEA serves them.

The Mount Shasta Union School District is a transitional kindergarten through eighth grade district in a small rural mountain community. The two-school district has an unduplicated pupil count that has significantly risen to 46.77%. The Mount Shasta Union School District 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. Our counselor is proactive in engaging parents of high-absentee-rate students. This plan includes funds to reduce class sizes and add Teacher Assistant time across the grades in order to support high quality standards-based instruction.

# **LCAP Highlights**

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

This year's LCAP carries forward the three goals from the previous LCAP. Our Bridges opportunity program continues, and we are working with staff and stakeholders to improve the transition to high school of our 8th graders in the program. We continue our efforts to decrease our chronic absence rate to build on the progress already achieved. Our full-time Title I math teacher continues this school year, and we are adding a math TA, bringing the total math TAs to two. This allows us to significantly increase the amount of targeted Title I math time we have available at our elementary school. To further improve the ELA achievement of students, we are supplementing our Journeys curriculum with leveled reading materials from Fountas and Pinnell. Most teachers and many teachers' assistants will attend a Positive Behavioral Interventions and Support (PBIS) training in August that will help us better equip the students to make good choices at school. We will increase

our counselor time from 80% to 100% FTE to better meet our student outcome goals for social emotional learning (SEL).

#### **Review of Performance**

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

#### **Greatest Progress**

Our English language arts and math levels on the state tests both improved to the green level from the yellow level in the prior year. We plan to maintain and build on this success by continuing our investment in the expanded Title I program in math. Our Title I teachers report consistent progress of lower-performing students toward grade level proficiency, and students who continue to struggle even with access to Title I supports consistently qualify for special education support. On another note, we are proud of the rich educational experiences we provide our students. We continue to provide music, art, GATE, and other enriching activities that comprise a well rounded education. Finally, we are proud of the amount of parent involvement and support in our district. Our programs and events are very well attended.

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

#### **Greatest Needs**

There are no district-wide indicators in the red performance category, and the only district-wide indicator in the orange performance category is in the area of chronic absenteeism. In order to address this need for improvement, we are fully implementing the Board's positive attendance recognition policy and also recognizing students at Mt. Shasta Elementary School who are not chronically absent for each trimester in the school year. We will also continue to have the counselor support our efforts to reach out to families of students who have three or more unexcused absences. Staff members from both school offices meet at least every other month to discuss how to communicate with and support families who have students at both schools that are struggling with good attendance. We send letters home monthly to families of students who are chronically absent.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

#### Performance Gaps

According to the California School Dashboard, our Students With Disabilities student group is two performance levels below the "all student" performance. Our Students with Disabilities group is performing at the orange level in both ELA and math. State-wide, these students are performing at the red level and their growth is stagnant. Our growth in this area for ELA is 8.2 points over the prior

year, and our growth in math is 32 points over the prior year. Obviously, our students with special needs are making gains that outpace this group as a state-wide whole. We want to continue this improvement, so we are making some changes. We are increasing the number of additional classroom aides this year to support teachers of classes that include students with disabilities. We are purchasing Fountas & Pinnell leveled readers for grades K-3 and investing in training in this area. This will help us further differentiate our reading instruction, especially for struggling readers. Finally, our teachers continue to learn about how to most effectively implement Math Expressions at the K-5 level.

# **Comprehensive Support and Improvement**

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

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Identify the schools within the LEA that have been identified for CSI.
n/a

#### **Support for Identified Schools**

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

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#### Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

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# **Annual Update**

LCAP Year Reviewed: 2018-19

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

#### Goal 1

All students will be educated in a safe, nurturing learning environment with access to rich instruction and materials.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)

Priority 2: State Standards (Conditions of Learning)

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

Priority 7: Course Access (Conditions of Learning)

Local Priorities:

#### **Annual Measurable Outcomes**

Expected

# Metric/Indicator FIT Technology Inventory Williams Report Sign in sheets/conference request forms/Professional Development Plan K-3 and 4-8 Student Surveys Suspension rate Expulsion rate Attendance rate Chronic absenteeism rate Middle school drop out rate SARC/Williams Report

#### Actual

All schools have no significant facilities inspection findings.

We maintained the 1:1 student/device ratio for students in grade 1-8.

All students have state-standards aligned instructional materials in ELA and math. We are in the process of adopting Next Generation Science

Standards-aligned science materials and after that; we will focus on the social studies adoption.

80.6% of teachers received professional development in state standards.
8.5% of K-8 student responses showed students are not treated kindly and with respect by their peers.

Our California School Dashboard suspension rate is 3.1%

Our expulsion rate is 0%.

Our attendance rate is 95.4%.

Our California School Dashboard chronic absence rate is 13.6%.

Our middle school dropout rate is 0%.

100% of our teachers are appropriately credentialed and assigned.

Expected	Actual
18-19 All schools will have no significant facilities inspection findings.	
Maintain 1:1 student/device ratio for 1-8 classes.	
All students will have State Standards aligned Instructional Materials in English Language Arts, math, science and social studies.	
At least 25% of teachers will receive professional development in State Standards.	
70% of K-8 student responses will show students are treated kindly and with respect	
Suspension rate will be 3% or less	
Expulsion rate will be 0%	
Attendance rate will be 95% or higher	
Chronic absenteeism will be 7% or less	
Middle school drop out rate will be 0%	
100% of teachers will be appropriately credentialed and assigned	

Expected	Actual
Baseline FIT rating = good (no significant findings)	
Technology Inventory shows 1:1 ratio 1-8 1:4 ratio K	
All students have access to State Standards aligned materials in ELA and Math.	
95% of teachers received professional development in State Standards.	
56% of K-3 student responses show students are treated kindly and with respect. There is no baseline data for grades 4-8.	
Suspension rate 5%	
Expulsion rate 0%	
Attendance rate 95.3%	
Chronic Abesenteeism rate 13.4%	
Middle school drop out rate 0%	
100% of teachers are appropriately credentialed and assigned	

#### **Actions / Services**

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

# Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures		
Student devices will be maintained and replaced annually according to the replacement plan developed by the Tech Committee		Purchase student devices, accessories, and supplies 4000-4999: Books And Supplies Supplemental \$37,000	Purchase student devices, accessories, and supplies 4000- 4999: Books And Supplies Supplemental \$10,000		
Action 2	. The section of the				
Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures		
Facilities will be maintained according to the deferred maintenance Plan.		Contracts for maintenance 5000- 5999: Services And Other Operating Expenditures Base \$25,000	Contracts for maintenance 5000- 5999: Services And Other Operating Expenditures Base \$25,000		
Action 3					
Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures		
Parent support for new state standards, math, webpages and other resources will be provided by		none \$0.	None \$0		
teachers at Back to School Night, parent conferences, and as needed.		To account the many and the man			
parent conferences, and as needed.		To a company of the c			
parent conferences, and as	Actual Actions/Services	Budgeted . Expenditures	Estimated Actual Expenditures		

## Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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	None \$0
Action 6			
Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Foods and beverages sold or served at school will meet the nutrition recommendations of the U.S. Dietary Guidelines for Americans.		none \$0	None \$0
Action 7			
Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
All students will receive research- based health/nutrition education to foster lifelong habits of healthy eating.		none \$0	None \$0
Action 8			
Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain 2.0 FTE Resource Specialists to continue additional intervention services to identified students.		Salary 1000-1999: Certificated Personnel Salaries Other \$126,478	Salary 1000-1999: Certificated Personnel Salaries Other \$130,905
		Benefits 3000-3999: Employee Benefits Other \$42,315	Benefits 3000-3999: Employee Benefits Other \$43,796

# Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures		
Maintain nursing days to support dental hygiene, other hygiene, nutrition, and other health-related activities.		Contract with Siskiyou County Office of Education 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$9,074	Contract with Siskiyou County Office of Education 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$9,074		
Action 10					
Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures		
Continue to implement Restorative Justice or a comparable program to reduce suspensions.		<b>\$0</b>	None \$0		
Action 11	erinnen menere in delegar en de menere municipalis de la compact de la compact de la compaction de la compactio	d			
Planned Actions/Services	Actual Actions/Services	Budgeted <sup>.</sup> Expenditures	Estimated Actual Expenditures		
Maintain and replace hand-held radios as needed		Purchase additional radios as needed. 4000-4999: Books And Supplies Base \$750	Purchase additional radios as needed 4000-4999: Books And Supplies Base \$2,400		
Action 12		an di di			
Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures		
Teacher/classroom devices maintained/replaced according to replacement plan developed by Tech Committee		Purchase new teacher and classroom devices 4000-4999: Books And Supplies Base \$5,000	Purchase new teacher and classroom devices 4000-4999; Books And Supplies Base \$5,000		
Action 13					
Planned Actions/Services	Actual Actions/Services	Budgeted Estimated Act Expenditures Expenditure			

Support a district-wide approach to penmanship.		Purchase K-5 handwriting materials. 4000-4999: Books And Supplies Base \$5,200	Purchase K-5 handwriting materials 4000-4999: Books And Supplies Base \$7,000
Action 14			
Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
At least 25% of teachers will receive standards-based professional development		Nothing additional budgeted beyond the \$18,360 identified for Title II in Goal 2, 5000-5999: Services And Other Operating Expenditures Title II \$0	Nothing additional budgeted beyond the \$18,360 identified for Title II in Goal 2 \$0
Action 15			
Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain an opportunity/intervention classroom to serve identified at-risk students in 1st-8th grades		Salary 0001-0999: Unrestricted: Locally Defined Supplemental \$73,358	Salary 0001-0999: Unrestricted: Locally Defined Supplemental \$75,596
		Benefits 3000-3999: Employee Benefits Supplemental \$23,359	Benefits 3000-3999: Employee Benefits Supplemental \$24,177
Action 16	Mar Maddi na nabati Nebi i suen sa rasil tara maka Mar Mata Mada Marasalari (a. 1. Har Matara I		
Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Staff will continue to be trained on the ALICE intruder safety protocols, and door buzzer systems will be maintained and expanded as appropriate.		Cost of ALICE training modules 5000-5999: Services And Other Operating Expenditures Base \$1,000	Cost of ALICE training modules 5000-5999: Services And Other Operating Expenditures Base \$1,720
		Door buzzer maintenance and expansion 5000-5999: Services And Other Operating Expenditures Base \$2,500	Door buzzer maintenance and expansion 5000-5999: Services And Other Operating Expenditures Base \$3,450
Action 17			
Planned	Actual	Budgeted	Estimated Actual

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Actions/Services	Actions/Services	Expenditures	Expenditures
Teachers and aides are paid to attend a Trauma-Informed Practices training. Our specific goal is to better understand how to support students from a trauma-		Compensate TA to attend the training 2000-2999: Classified Personnel Salaries Supplemental \$1,000	Salaries Supplemental \$2,000
Informed perspective.		TA benefits for time spent attending training 3000-3999: Employee Benefits Supplemental \$297	Benefits 3000-3999: Employee Benefits Supplemental \$297
		Cost of the training for all staff 5000-5999: Services And Other Operating Expenditures Supplemental \$1,225	Cost of the training for all staff 5000-5999: Services And Other Operating Expenditures Supplemental \$1,225

# **Analysis**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

This goal is essentially divided into two areas: 1) maintaining a safe, nurturing environment and 2) student access to rich instruction and materials. There continue to be no major findings on the Facility Inspection Tool at either site. Maintenance staff members address any new issues as they arise, and they partner with local contractors to complete larger projects during student vacation times in an effort to keep our campuses safe. All of our actions/services were fully implemented to meet this goal.

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

All of our maintenance work throughout the fiscal year has resulted in no facilities inspection findings. Our 1st through 8th grade students continue to have access to Chromebooks and iPads at a 1:1 ratio, and our kindergarten students have access to iPads in small groups. The district's technology committee advises that we continue to emphasize the use of Chromebooks at the elementary level. With nearly 100% of our teachers attending standards-based professional development opportunities, our students continue to benefit from a well trained teaching force. Our staff members are on track with the ALICE modules; they are prepared to take appropriate action in case of an intruder. Our opportunity classroom has proven to be successful in reducing our suspension rate and meeting the academic and behavior needs of our at-risk students. Students' penmanship is benefiting from the direct instruction provided under this goal. While our chronic absence rate is falling, it is still well above the state average. We need to continue our efforts to lower this rate.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We only needed \$10,000 for student devices this year because our student Chromebooks are holding up nicely. The cost of salaries and benefits has increased due to action taken as a result of negotiations. We spent more money on radios than expected because we had to purchase more radios to keep pace with staff size. The radios are staying in good repair. The K-5 writing materials proved to be more expensive than budgeted. The cost of the ALICE training modules increased. The door buzzer expansion project came in over budget. More TAs attended our Trauma-Informed Practices training than we expected, increasing the cost to compensate them.

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

We will improve the students' experience with food sold at the schools by launching our own food services program and providing salad bars at each school. We expect students and families to have a more positive opinion of school lunches as a result. This change is found in Goal #1 of the LCAP.

# **Annual Update**

LCAP Year Reviewed: 2018-19

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

#### Goal 2

All students will demonstrate increasing proficiency in all academic and social areas.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 7: Course Access (Conditions of Learning)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

## **Annual Measurable Outcomes**

Expected Actual Actual

Metric/Indicator Academic Schedule  Kindergarten Orientation Agenda and sign-in sheets	Incoming kindergarten parents received information about kindergarten readiness skills at our kindergarten orientation night on April 25.  In math and ELA, our CAASPP test results improved one color level from yellow to green.
Californía School Dashboard / CAASPP Results	Data from our Title I teachers confirm that our students who are not proficient on state standards are demonstrating progress toward proficiency.  Of our ten English learners, two are beginning at Level 1, five are Level 2, two are Level 3, and one is Level 4 - nearly proficient.  Students are recognized for academic achievement and for being safe, respectful, and responsible.
Targeted student lists, intervention rosters, benchmark reports	
CELDT/ELPAC Results, English learner reclassification rates	
Student-of-the-Month lists	
4.0 Grade Point Average Lists	

Expected	Actual		
18-19 All students will have access to a broad course of study.			
All incoming kindergarten parents will receive information about kindergarten readiness skills in the spring prior to starting kindergarten.			
In math and ELA, CAASPP test results will continue to increase until we reach "High" status on the CA School Dashboard.			
All students who are not proficient on State Standards will demonstrate progress toward proficiency.			
All English learners will make progress on the ELPAC, ultimately resulting in timely reclassification.			
Students will be recognized for academic achievement and for being safe, respectful, and responsible.			

Expected	Actual		
Baseline All students have access to a broad course of study			
All incoming kindergarten parents will receive information about kindergarten readiness skills in the spring prior to starting kindergarten.			
In math and ELA, CAASPP results show our students performing at the "Medium" status and improving on the CA School Dashboard.			
All students who are not proficient on State Standards demonstrate progress toward proficiency.			
100% of English learners made progress on the CELDT, ultimately resulting in timely reclassification. 100% of English learners have been reclassified, and we continue to monitor their progress.			
Students are recognized for academic achievement and for being safe, respectful, and responsible.			
Students are recognized for academic achievement.			

#### **Actions / Services**

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

#### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain reduced class sizes at 24 and under for K-3		Salary 1000-1999: Certificated Personnel Salaries Base \$64,430	Salary 1000-1999: Certificated Personnel Salaries Base \$66,685
		Benefits 3000-3999: Employee Benefits Base \$21,417	Benefits 3000-3999: Employee Benefits Base \$22,167

#### Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue additional Teacher Assistant support		Salaries 2000-2999: Classified Personnel Salaries Base \$18,778	Salaries 2000-2999: Classified Personnel Salaries Base \$19,529
		Benefits 3000-3999: Employee Benefits Base \$5,584	Benefits 3000-3999: Employee Benefits Base \$5,807
Action 3			
Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
A parent conference will be provided for at-risk students on a minimum day early in the school year.		none \$0	None \$0
Action 4			
Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Student Study Teams address truancy, behavior, academic and other problems.		none \$0	None \$0
Action 5	recently and the time time time at the time time time time time.	***	
Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide intervention for identified students through Title 1 program		Title I Teacher Salaries 1000- 1999: Certificated Personnel Salaries Title I \$186,555	Title I Teacher Salaries 1000- 1999: Certificated Personnel Salaries Title I \$193,085
		Title I Teachers' Aide Salaries 2000-2999: Classified Personnel Salaries Title I \$17,393	Title I Teachers' Aide Salaries 2000-2999: Classified Personnel Salaries Title I \$18,001
		Employee Benefits 3000-3999: Employee Benefits Title I \$70,316	Employee Benefits 3000-3999: Employee Benefits Title I \$72,777

Action 8 Planned	Actual	Budgeted Expenditures	Estimated Actual
Continue to implement a Tier II computer-based math intervention program		Purchase software licenses 5000- 5999: Services And Other Operating Expenditures Supplemental \$1,000	Purchase software licenses 5000- 5999: Services And Other Operating Expenditures Supplemental \$600
Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Action 7		Outgo Title II \$1,913	Title If \$1,913
		Indirect Cost 7000-7439: Other	Indirect 7000-7439: Other Outgo
		Professional Development 5000- 5999: Services And Other Operating Expenditures Title II \$21,760	Professional Development 5000- 5999: Services And Other Operating Expenditures Title II \$21,760
		Employee Benefits 3000-3999: Employee Benefits Title II \$1,044	Benefits 3000-3999: Employee Benefits Title II \$1,044
		Sub Costs 1000-1999. Certificated Personnel Salaries Title II \$4,800	Salary 1000-1999: Certificated Personnel Salaries Title II \$4,800
Planned Actions/Services Staff Development	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Action 6			
		Indirect Cost 7000-7439; Other Outgo Title I \$20,043	Indirect 7000-7439: Other Outgo Title I \$20,043
		Co-op fees and homeless set- aside 5000-5999: Services And Other Operating Expenditures Title I \$11,540	Co-op fees and homeless set- aside 5000-5999: Services And Other Operating Expenditures Title I \$11,540
		Supplies 4000-4999: Books And Supplies Title I \$3,000	Supplies 4000-4999: Books And Supplies Title I \$3,000

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TAs are provided paid time to meet with teachers to discuss strategies on how TAs can help to better meet the needs of our		TA paid time 2000-2999: Classified Personnel Salaries Supplemental \$840	Salaries 2000-2999: Classified Personnel Salaries Supplemental \$117
unduplicated pupils.		Benefits tied to TA paid time 3000-3999: Employee Benefits Supplemental \$250	Benefits 3000-3999: Employee Benefits Supplemental \$35
Action 9			
Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Teachers are provided paid time to meet periodically with parents of English learners to explain what the children are working on,		Teacher paid time 1000-1999: Certificated Personnel Salaries Supplemental \$1,680	Teacher paid time \$0
provide ideas of how parents can help at home, and answer any questions parents may have. Paid		Translator paid time 2000-2999: Classified Personnel Salaries Supplemental \$785	Translator 2000-2999: Classified Personnel Salaries Supplemental \$350
translation services are also provided.		Benefits on paid time 3000-3999: Employee Benefits Supplemental \$590	Translator Benefits 3000-3999: Employee Benefits Supplemental \$90
Action 10		,	
Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Beginning in 4th grade, teachers at Sisson use materials available at commonsensemedia org to educate students about good digital citizenship.		\$0	None \$0
Action 11		•	
Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
A 2-1 TA works with students to help them be as successful as possible while assisting the teacher with managing their		Cost of salary 2000-2999: Classified Personnel Salaries Supplemental \$17,712	Salary 2000-2999: Classified Personnel Salaries Supplemental \$18,420

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behavior to minimize distractions in the class.

Cost of benefits 3000-3999: Employee Benefits Supplemental \$5,267 Benefits 3000-3999: Employee Benefits Supplemental \$5,478

# **Analysis**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

In English language arts, the CA School Dashboard indicates that our students are performing at the green performance level, are 13.3 points above standard, and that they increased 12.8 points over the prior year. Drilling down, we see that our students with disabilities performed at the orange level, our socioeconomically disadvantaged students performed at the yellow level, and our Hispanic and white students performed at the green level. Although our students with disabilities performed at the orange level, they increased by 8.2 points over the prior year. In math, the CA School Dashboard indicates that our students are performing at the green performance level, are 13.5 points below standard, and that they increased 8.3 points over the prior year. Drilling down, we see that our students with disabilities performed at the orange level, our Hispanic and socioeconomically disadvantaged students performed at the yellow level, and that our white students performed at the green level. Although our students with disabilities performed at the orange level, they increased by 32 points over the prior year. These English language arts and math data indicate that our students are not yet performing at the blue level on the state test (CAASPP) and that our students with disabilities are lagging behind our whole-school group on ELA and math state test performance by two color levels. We also found out from the state that the state test participation rate for our students with disabilities is lower than it should be.

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

The articulated goal is that all students will demonstrate increasing proficiency in all academic and social areas. In English language arts (ELA), our students are doing well and are increasing their performance. While the ELA state-test performance of our students with disabilities is growing, they are not keeping up with the pace of growth for the students as a whole. However, when it comes to math performance on the state test, the growth rate of our students with disabilities far outpaces that of the students as a whole; therefore, the math achievement gap between our students as a whole and those with disabilities continues to close. Overall, the actions in this goal are having a positive impact in both ELA and math, with math showing the greatest gains year-over-year. Our suspension rate has now fallen to near 3% and declined 2.6% over the prior year. We are seeing excellent results in this area. Increasing our counselor FTE to 100% from 80% will improve this outcome even more.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The cost of salaries and benefits has increased due to action taken as a result of negotiations. The cost to purchase software licenses was not as high as we had budgeted. Fewer TAs than anticipated took advantage of the extra paid time to meet with teachers to discuss strategies. No teachers put in for paid time to meet with parents of English learners. They used regularly scheduled parent/teacher conference days to accomplish this. Fewer hours of translator time was needed than we expected.

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

We will continue even more teacher assistant support to increase the achievement of our special education students and to broaden the impact of our math intervention program. We will ensure that 100% of our students with disabilities participate in the state test. We will purchase Fountas & Pinnell leveled readers to further differentiate our instruction for all students, especially our struggling students and students with disabilities. All of these changes can be found in Goal #2 of the LCAP.

# **Annual Update**

LCAP Year Reviewed: 2018-19

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

#### Goal 3

Students, parents, staff, and the community will be highly engaged in meaningful and sustained activities.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Priority 5: Pupil Engagement (Engagement)

Local Priorities:

#### **Annual Measurable Outcomes**

#### Expected

#### Metric/Indicator

First 5 Flyers and Sign-Ins; agreements with Great Northern, the farmers' market, the Resource Center, and the Land Trust

State standards Facebook posts and parent training flyers

Chronic absenteeism rates

Minutes from Site Council, Partners in Education, The Ed Foundation

Programs from Performances, Open House, and other Functions and Activities

#### Actual

We continue to collaborate with agencies to provide opportunities for strengthening families.

Parents were provided training on state standards at Back-to-School night on September 5.

Our California School Dashboard chronic absence rate is 13,6%.

We promoted opportunities for all parents to be engaged in school groups and activities.

We promoted and provided opportunities for all parents to attend performances and activities at school.

Expected	Actual
18-19 Collaborate with agencies to provide opportunities for strengthening families.	
All parents will be provided training on State standards.	
Chronic absenteeism will be 7% or less	
The District will promote opportunities for all parents to be engaged in school groups and activities.	
The District will promote and provide opportunities for all parents to attend performances and activities at school.	
Baseline We began more closely collaborating with agencies to provide opportunities for strengthening familles	
All parents were provided training on State standards.	
13.4% of students are chronically absent.	
The District promotes opportunities for all parents to be engaged in school groups and activities.	
The District promotes and provides opportunities for all parents to attend performances and activities at school.	

#### **Actions / Services**

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

#### **Action 1**

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures Estimated Actual Expenditures

Continue to strengthen community partnerships with First 5, the		\$0	None \$0
Resource Center, Great Northern, the Farmers' Market, the Land Trust, Kiwanis, Rotary, CAFE, Boys and Girls Club, and the South County MDT,			
Action 2			
Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to assemble at-home school supply kits for some students as needed.		Supplies 4000-4999: Books And Supplies Supplemental \$500	Supplies 4000-4999: Books And Supplies Supplemental \$500
Action 3	iko iki kiki iku ma tazama di datata <u>ka mana da mana da mana da mana da mana da mana da da</u> d		
Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue the new family welcome plan.		No additional cost beyond counselor salary \$0	No additional cost beyond the counselor salary \$0
Action 4			
Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
"Safe Respectful Responsible" activities will be provided throughout the year.		\$0 \\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	None \$0
Action 5			
Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to distribute parent- friendly academic standards information.		\$0	None \$0

The state of the second control of the state of the second control of the second control

# Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures	
Grades will be posted online for every 4th-8th grade classroom.		\$0	None \$0	
Action 7				
Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures	
Positive Behavior Intervention Strategies will be implemented at Sisson School.		[:so:::::::::::::::::::::::::::::::::::	None \$0	
Action 8				
Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures	
Counselors will provide parent referrals to outside resources.		No additional cost beyond counseling contract \$0	No additional cost beyond the counseling contract \$0	
Action 9				
Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures	
Counselor supports reaching out / calling families with three or more unexcused absences		No additional cost beyond counselor salary \$0	No additional cost beyond the counselor salary \$0	
Action 10				
Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures	
Hire our own counselor		Counselor Salary 1000-1999: Certificated Personnel Salaries Supplemental \$57,661	Salary 1000-1999: Certificated Personnel Salaries Supplemental \$47,744	

		3000-3999: Employee Benefits Supplemental \$19,944	Benefits 3000-3999: Employee Benefits Supplemental \$16,316
Action 11			
Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Two technology coordinators (one at each site) provide IT support to staff.		Salaries 1000-1999: Certificated Personnel Salaries Base \$13,516	Salaries 1000-1999: Certificated Personnel Salaries Base \$13,990
		Benefits 3000-3999: Employee Benefits Base \$2,940	Benefits 3000-3999: Employee Benefits Base \$3,043
Action 12			
Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The principal provides hard and digital copies of the Home & School Connection publication to increase parents' capacities to engage productively with their children at home. Spanish versions are provided as well.		Cost of subscripton 4000-4999: Books And Supplies Supplemental \$354	Cost of subscription 4000-4999: Books And Supplies Supplemental \$354
Action 13			
Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Teachers use social media, websites, links to grades, Blooms, and Remind to connect with parents.			None \$0
Action 14		The state of the s	
Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

school staff to increase student	
achievement.	

# **Analysis**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

An overwhelming majority of parents attended our Back-to-School Night and our Open House. Our parent participation rate in the Site Council parent surveys fell a little bit this year, but remains strong. Our class and school-wide activities continue to be well attended. Our 1st-8th grade students have access to electronic devices at a 1:1 ratio. Our greatest challenge related to this goal is that our chronic absence rate of 13.6% is too high, and poor attendance is keeping too many of our students from being engaged in meaningful and sustained activities.

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

Our parents, staff, and community remain highly engaged in meaningful and sustained activities. The wide availability of technology devices increases the likelihood that students are engaged in learning while at school. The actions/services have not been effective in decreasing our chronic absence rate, which is why we implemented new strategies listed below.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The counselor salary is less because our counselor could only work 80% of FTE. The cost of salaries and benefits has increased due to action taken as a result of negotiations.

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

We expect our efforts in battling chronic absences to pay off in the coming school year. We are now periodically mailing letters home to families of students who are chronically absent, a research-based action proven to be effective in other districts. Our health clerks meet together monthly with our administrators to coordinate efforts to combat poor attendance of students whose families have children attending both schools. Our administrators have brought children to school who missed the bus, and bring community resources to bear to help families get to the bus or to school on time. All of these changes can be found in Goal #3 of the LCAP.

# Stakeholder Engagement

LCAP Year: 2019-20

# **Involvement Process for LCAP and Annual Update**

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

The superintendent reviewed the Annual Update and the LCAP with the school board every other month during the 2018-2019 school year.

The district LCAP committee, including teacher assistants, teachers, principals, and the superintendent, reviewed input and collaborated on the draft LCAP and Annual Update on December 18, 2018 and on April 2, 2019.

Students, parents, and staff were surveyed district-wide in spring, 2019.

The district held parent and community member meetings to take input on the Annual Update and the LCAP on April 9 and 23, 2019.

The superintendent reviewed the Annual Update and the LCAP with the Mount Shasta Elementary School Site Council on May 2, 2019 and took input on the plan.

The superintendent reviewed the Annual Update and the LCAP with the Sisson School Site Council on May 14, 2019 and took input on the plan.

The superintendent reviewed the Annual Update and the LCAP with the Mount Shasta Elementary Teachers' Association and Classified School Employees Association bargaining units on May 9, 2019.

The superintendent met with Sisson Student Council to review the Annual Update and the LCAP on May 9, 2019.

The superintendent met with staff members to review the Annual Update and the LCAP on May 20, 2019.

The Annual Update and the LCAP were discussed during a public hearing at the June Regular Meeting of the School Board on June 11, 2019.

The Annual Update and the LCAP were approved, together with the District Budget, at the June Special Budget Meeting of the School Board on June 18, 2019.

# Impact on LCAP and Annual Update

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

The Board approved funding for several site facility improvements that will have a direct impact on student safety.

Student survey results supported continuing programs already included in the LCAP.

As a result of the parent and community member meetings, we are bringing salad bars to both schools and launching our own food services program. We are also increasing our counselor FTE to 100%. We need to make sure we're publicizing ways parents can be involved, especially on our website.

The Mt. Shasta Elementary School Site Council supported the salad bar and more counselor time.

The Sisson School Site Council supported the salad bar and more counselor time. They would like to see smaller class sizes, but are happy that we are continuing the additional aide support in the upper grades. They are concerned that advanced students needs' may not being fully met.

The bargaining unit members supported continuing programs already included in the LCAP. They support more counseling time and want to see more students reading at Sisson.

The Sisson Student Council members want to see more engaging, hands-on activities at Sisson. The students are concerned about how students treat each other and the teachers. They had good ideas on how to strengthen high school readiness in areas other than academics (i.e. career, etc.).

Staff members support the salad bars, smaller class sizes, and more counselor time. They would like to see continued staff development on how to meet the needs of our changing clientele.

The LCAP committee supports additional aide time and more aide training. They also had good ideas to help improve student attendance.

# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

#### Goal 1

All students will be educated in a safe, nurturing learning environment with access to rich instruction and materials.

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

State Priorities: Priority 1: Basic (Conditions of Learning)

Priority 2: State Standards (Conditions of Learning)

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

Priority 7: Course Access (Conditions of Learning)

Local Priorities:

#### **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 state standards-aligned instructional materials and strategies
- 4. Professional development for state standards
- 5. Strategies to promote safe, respectful, and responsible student behavior

#### **Expected Annual Measurable Outcomes**

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
FIT	FIT rating = good (no	All schools will have no	All schools will have no	All schools will have no
	significant findings)	significant facilities	significant facilities	significant facilities
		inspection findings.	inspection findings.	inspection findings.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Technology Inventory		Maintain 1:1	Maintain 1:1	Maintain 1:1
	Technology Inventory	student/device ratio for	student/device ratio for	student/device ratio for
	shows 1:1 ratio 1-8	1-8 classes.	1-8 classes.	1-8 classes.
Williams Report	1:4 ratio K			
		All students will have	All students will have	All students will have
	All students have	State Standards aligned	State Standards aligned	State Standards aligned
왕이를 살고 열차를 가 살아보고 보다.	access to State	Instructional Materials in	Instructional Materials in	Instructional Materials in
Plan in	Standards aligned	English Language Arts,	English Language Arts,	all core areas.
Sign in sheets/conference	materials in ELA and Math.	math, and science.	math, science and social	
request	Main.		studies.	
forms/Professional		At least 25% of teachers	At least 25% of teachers	At least 25% of teachers
Development Plan		will receive professional	will receive professional	will receive professional
		development in State	development in State	development in State
	95% of teachers	Standards.	Standards.	Standards.
	received professional			
K-3 and 4-8 Student	development in State	65% of K-8 student	70% of K-8 student	75% of K-8 student
Surveys	Standards.	responses will show	responses will show	responses will show
		students are treated	students are treated	students are treated
		kindly and with respect.	kindly and with respect	kindly and with respect
	56% of K-3 student	Grades 4-8 will be		
	responses show	surveyed specifically		
	students are treated	regarding this question		
Suspension rate	kindly and with respect.	for the first time in 2017-		
	There is no baseline	1018.	Suspension rate will be	Suspension rate will be
	data for grades 4-8.		3% or less	3% or less
Expulsion rate		Suspension rate will be		
Attendance rate		4% or less	Expulsion rate will be	Expulsion rate will be
Attendance rate		Expulsion rate will be	0%	0%
	Suspension rate 5%	0%	Attendance rate will be	Attendance rate will be
Chronic absenteeism	Juspension rate 576		95% or higher	95% or higher
rate		Attendance rate will be		
	Expulsion rate 0%	95% or higher	Chronic absenteeism	Chronic absenteeism
			will be 7% or less	will be 6% or less
Middle school drop out	Attendance rate 95.3%	Chronic absenteeism		
rate		will be 10% or less		

SARC/Williams Report   Chronic Abesenteeism   Middle school drop out   rate will be 0%   rate will be 0%   rate will be 0%			2017-18	Baseline	Metrics/Indicators
Middle school drop out appropriately appropriately credentialed and credentialed and	iddle school drop out te will be 0%			人名马克克 人名马克 化二苯基苯基 化二苯二苯二苯二苯二苯二苯二苯二苯二苯二苯	SARC/Williams Report
	edentialed and	appropriately credentialed and	appropriately		
assigned  100% of teachers are appropriately credentialed and assigned			assigned	appropriately credentialed and	

# **Planned Actions / Services**

Action 1			ranniar annian rainni caminginga pertebutur ni salentina Tanici in marsina turti mali anni
For Actions/Services not included as con	tributing to meeting the In	creased or Improved	Services Requirement:
Students to be Served: (Select from All, Students with Disabilities, or Spe	cific Student Groups)	Location(s): (Select from All Schools	Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection he	ere]	[Add Location(s) s	election here]
	0	D	
	•	IX.	
For Actions/Services included as contribu	ting to meeting the Increa	ining. They are particularly the party of the area of the control of the party of the control of the control of the co	ices Requirement:
Students to be Served: (Select from English Learners, Foster Youth,	ting to meeting the Increa Scope of Services: (Select from LEA-wide, S Unduplicated Student Gro	sed or Improved Serv	ices Requirement:  Location(s): (Select from All Schools, Specific Schools, and/o
For Actions/Services included as contributed Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income) English Learners	Scope of Services: (Select from LEA-wide, S	sed or Improved Serv	Location(s): (Select from All Schools, Specific Schools, and/o

#### Actions/Services

Select from New,	Modified,	or	Unchanged
for 2017-18			•

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

**Modified Action** 

Modified Action

Unchanged Action

2019-20

#### 2017-18 Actions/Services

2018-19 Actions/Services

2018-19

2019-20 Actions/Services

Student devices will be maintained and replaced annually according to the replacement plan developed by the Tech Committee

Student devices will be maintained and replaced annually according to the replacement plan developed by the Tech. Committee

Student devices will be maintained and replaced annually according to the replacement plan developed by the Tech Committee

#### **Budgeted Expenditures**

Year	2017-18			
Amount	\$30,000			
Source	Supplemental			
Budget	4000-4999: Books And Supplies			
Reference	Purchase student devices,			
	accessories and supplies.			

2010 10
\$37,000
Supplemental
4000-4999: Books And Supplies Purchase student devices,
accessories, and supplies

\$37,000 Supplemental 4000-4999: Books And Supplies Purchase student devices. accessories, and supplies

#### Action 2

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

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All

All Schools

OR

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

#### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

### [Add Students to be Served selection here]

#### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

#### [Add Scope of Services selection here]

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

#### Actions/Services

Select from New, Modified, or Unchanged for 2017-18		Select from New, Modified, or Unchanged for 2018-19		Select from New, Modified, or Unchanged for 2019-20							
Unchanged Action  2017-18 Actions/Services  Facilities will be maintained according to the deferred maintenance Plan.		Modified Action  2018-19 Actions/Services  Facilities will be maintained according to the deferred maintenance Plan.		Unchanged Action  2019-20 Actions/Services  Facilities will be maintained according to the deferred maintenance Plan.							
						Budgeted Ex	cpenditures				
						Year	2017-18	20	018-19	2	2019-20
Amount	\$25,000	\$:	25,000		\$25,000						
Source	Supplemental	В	ase		Base						
Budget 5000-5999: Services And Other Operating Expenditures Contracts for maintenance		0	er 5000-5999: Services And Other Operating Expenditures Contracts for maintenance		5000-5999: Services And Other Operating Expenditures Contracts for maintenance						
ardalardera, di 1917 -	Sarviese not induded as contri		ting the lacropood or Improved	Sonilogi	- Paguirament						
For Actions/ Students to	Services not included as contri be Served: II, Students with Disabilities, or Speci	airametatailelesis la <b>e</b> riolotetastatustalaatatasta	ting the Increased or Improved  Location(s): ps) (Select from All Schools		s Requirement: Schools, and/or Specific Grade Spans)						
For Actions/	be Served:	airametatailelesis la <b>e</b> riolotetastatustalaatatasta	Location(s):								
For Actions/ Students to (Select from A	be Served:	airametatailelesis la <b>e</b> riolotetastatustalaatatasta	Location(s): ps) (Select from All Schools								
For Actions/ Students to (Select from A	be Served: II, Students with Disabilities, or Speci	ific Student Grou	ps)  Location(s): (Select from All Schools All Schools	s, Specific	Schools, and/or Specific Grade Spans)						
Students to (Select from A All For Actions/S	b be Served:  II, Students with Disabilities, or Speci  Services included as contributing be Served:  nglish Learners, Foster Youth,	ific Student Ground Ingito meeting  Scope of S (Select from L	Location(s): ps) (Select from All Schools All Schools OR the Increased or Improved Ser	s, Specific vices Re Locat (Select	Schools, and/or Specific Grade Spans)						
For Actions/ Students to (Select from A  All  For Actions/ Students to (Select from E and/or Low Inc.	b be Served:  II, Students with Disabilities, or Speci  Services included as contributing be Served:  nglish Learners, Foster Youth,	ific Student Ground Ingito meeting  Scope of S  (Select from L  Unduplicated	Location(s): ps) (Select from All Schools All Schools OR the Increased or Improved Ser services: LEA-wide, Schoolwide, or Limited to	s, Specific vices Re Locat (Select Specifi	Schools, and/or Specific Grade Spans)  quirement:  tion(s): from All Schools, Specific Schools, and/or						
For Actions/ Students to (Select from A  All  For Actions/ Students to (Select from E and/or Low Inc [Add Studen	be Served: II, Students with Disabilities, or Speci Services included as contributing be Served: nglish Learners, Foster Youth, come) Its to be Served selection here]	ific Student Ground Ingito meeting  Scope of S  (Select from L  Unduplicated	Location(s): ps) (Select from All Schools All Schools  OR the Increased or Improved Services: EA-wide, Schoolwide, or Limited to Student Group(s))	s, Specific vices Re Locat (Select Specifi	Schools, and/or Specific Grade Spans)  quirement: tion(s): from All Schools, Specific Schools, and/or c Grade Spans)						
For Actions/ Students to (Select from A  All  For Actions/ Students to (Select from E and/or Low Inc. [Add Students Actions/Serv	be Served: II, Students with Disabilities, or Speci Services included as contributing be Served: nglish Learners, Foster Youth, come) Its to be Served selection here]	ific Student Ground Ingito meeting Scope of S (Select from Lounduplicated) [Add Scope	Location(s): ps) (Select from All Schools All Schools  OR the Increased or Improved Services: EA-wide, Schoolwide, or Limited to Student Group(s))	s, Specific vices Re Locat (Select Specifi	Schools, and/or Specific Grade Spans)  quirement:  from All Schools, Specific Schools, and/or c Grade Spans)  [ Location(s) selection here]  from New, Modified, or Unchanged						

2017-18 Actions/Services  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.		2018-19 Actions/Services	2019-20 Actions/Services  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.	
		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.		
Budgeted E	xpenditures			
Year	2017-18	2018-19	2019-20	
Amount	\$0	\$0	\$0	
Budget Reference	none	none	none	
Action 4	hamainanthaman ann an		andastana tamad — Vahainlaisitkaiinemanamantantamuttanikant kelinni data taman oʻlik innatan instanonatamutantta tatatamanamatantan is t	
[1000mm] 1 mm m	/Services not included as contri	buting to meeting the Increased or Improved	Services Requirement:	
(Select from A	ll, Students with Disabilities, or Speci	(Select from All Schools  All Schools	s, Specific Schools, and/or Specific Grade Spans)	
For Actions/	Services included as contributi	ng to meeting the Increased or Improved Sen	vices Requirement:	
	b be Served: English Learners, Foster Youth, come)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)	
[Add Studer	nts to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]	
Actions/Ser	vices			
Select from Notes for 2017-18	New, Modified, or Unchanged	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20	
Unchanged	Action	Unchanged Action	Unchanged Action	
2017-18 Acti	ons/Services	2018-19 Actions/Services	2019-20 Actions/Services	
	chers will be fully credentialed lately assigned.	100% of teachers will be fully credentialed and appropriately assigned.	100% of teachers will be fully credentialed and appropriately assigned.	

4 Committee Comm

Budgeted Ex	penditures					
Year	2017-18		2018-19			2019-20
Amount	\$0		\$0			\$0
Budget Reference	none		none			none
Action 5				naromeores como socialiste de la colocidada.		
	Services not included as contri	buting to m	neeting the In	creased or Improved	d Servi	ces Requirement:
Students to (Select from All	<b>be Served:</b> , Students with Disabilities, or Speci	fic Student G	roups)	Location(s): (Select from All Schoo	ls, Spec	ific Schools, and/or Specific Grade Spans)
All				All Schools		
			0	R		
For Actions/S	ervices included as contributir	ng to meeti	ng the Increa	sed or Improved Se	rvices I	Requirement:
Students to (Select from En and/or Low Inco	glish Learners, Foster Youth,	(Select fro	of Services: m LEA-wide, So ted Student Gro	choolwide, or Limited to pup(s))	(Sel	cation(s): ect from All Schools, Specific Schools, and/or cific Grade Spans)
[Add Student	s to be Served selection here]	[Add Sc	ope of Service	s selection here]	ĮΑ	Add Location(s) selection here]
Actions/Servi	ices					
Select from Ne for 2017-18	ew, Modified, or Unchanged	Select fro		ified, or Unchanged		ct from New, Modified, or Unchanged 019-20
Unchanged A	Action	Unchan	ged Action		-Ur	nchanged Action
2017-18 Actio	ns/Services	2018-19	Actions/Servi	ces	2019	9-20 Actions/Services
physically act including at le	rill have opportunities to be live on a regular basis east 200 minutes of research- al education every 10 school	physicall including	y active on a at least 200	opportunities to be regular basis minutes of research tion every 10 schoo	phy - inc	students will have opportunities to be value of the value of a regular basis luding at least 200 minutes of researchesed physical education every 10 school vs.

# Page 40 of 112

Year	2017-18	2018-19		2019-20
Amount	\$0	\$0		\$0
Budget Reference	none	none		none
Action 6		·		
For Actions/S	Services not included as contri	buting to meeting the In	creased or Improved S	Services Requirement:
Students to (Select from All	<b>be Served:</b> , Students with Disabilities, or Specif	fic Student Groups)	Location(s): (Select from All Schools,	Specific Schools, and/or Specific Grade Spans)
All			All Schools	
		0	R	
For Actions/S	ervices included as contributir	ng to meeting the Increa	sed or Improved Servi	ces Requirement:
Students to (Select from Er and/or Low Inco	glish Learners, Foster Youth,	Scope of Services: (Select from LEA-wide, So Unduplicated Student Gro		Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Student	s to be Served selection here]	[Add Scope of Service	s selection here]	[Add Location(s) selection here]
Actions/Serv	ices			
Select from N for 2017-18	ew, Modified, or Unchanged	Select from New, Modi for 2018-19		Select from New, Modified, or Unchanged for 2019-20
Unchanged.	Action	Unchanged Action		Unchanged Action
2017-18 Actio	ns/Services	2018-19 Actions/Service	ces	2019-20 Actions/Services
school will me	everages sold or served at eet the nutrition tions of the U.S. Dietary r Americans.	Foods and beverages school will meet the n recommendations of t Guidelines for Americ	utrition he U.S. Dietary	Foods and beverages sold or served at school will meet the nutrition recommendations of the U.S. Dietary Guidelines for Americans. We will launch our own food services program to make our meals more inviting and fresh.

Year	2017-18	2018-19		2019-20
Amount	\$0	\$0		\$0
Budget Reference	none	none		none
Action 7				
For Actions/S	Services not included as contr	ibuting to meeting the l	ncreased or Improved	Services Requirement:
Students to (Select from All	<b>be Served:</b> , Students with Disabilities, or Speci	ific Student Groups)	Location(s): (Select from All Schools	s, Specific Schools, and/or Specific Grade Spans)
All			All Schools	
		(	OR .	
For Actions/S	ervices included as contribution	ng to meeting the Incre	ased or Improved Serv	vices Requirement:
Students to	be Served: glish Learners, Foster Youth,	Scope of Services:	Schoolwide, or Limited to	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Student	s to be Served selection here]	[Add Scope of Servic		[Add Location(s) selection here]
Actions/Serv	ices	mit Seemakan een telikse een kilverte en dit telikse te telikse telikse telikse telikse telikse telikse telikse	and the second section is a second to the second	
	ew, Modified, or Unchanged	Select from New, Mod for 2018-19	dified, or Unchanged	Select from New, Modified, or Unchanged for 2019-20
Unchanged /	Action	Unchanged Action		Unchanged Action
2017-18 Actio	ns/Services	2018-19 Actions/Serv	ices	2019-20 Actions/Services
	rill receive research-based n education to foster lifelong thy eating.	All students will rece health/nutrition educ habits of healthy eati	ation to foster lifelong	All students will receive research-based health/nutrition education to foster lifelong habits of healthy eating.
Budgeted Ex	penditures			
Year	2017 <del>-</del> 18	2018-19		2019-20
Amount	\$0	\$0		\$0
Budget Reference	none	none		none

and the properties of the community of the contraction of the contract

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	b be Served: II, Students with Disabilities, or Specifi	Location(s): c Student Groups)  (Select from All Schools,		Specific Schools, and/or Specific Grade Spans)	
[Add Stude	ents to be Served selection here		[Add Location(s) se	election here]	
		0	R		
For Actions/	Services included as contributin	g to meeting the Increa	sed or Improved Servi	ces Reguirement:	
Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)		Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))		Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)	
English Learners Foster Youth Low Income		LEA-wide		All Schools	
Actions/Ser	vices				
	New, Modified, or Unchanged	Select from New, Modi for 2018-19		Select from New, Modified, or Unchanged for 2019-20	
				· · · · · · · · · · · · · · · · · · ·	
for 2017-18 Modified Ac		for 2018-19		for 2019-20	
or 2017-18 Modified Ac 2017-18 Acti Maintain 2.0	ons/Services FTE Resource Specialist to	for 2018-19 Unchanged Action	ces ource Specialists to	for 2019-20 Unchanged Action	
or 2017-18  Modified Action 2017-18 Action Maintain 2.0 continue addition	ons/Services FTE Resource Specialist to	for 2018-19 Unchanged Action 2018-19 Actions/Service Maintain 2.0 FTE Rescontinue additional interpretations	ces ource Specialists to ervention services to	for 2019-20 Unchanged Action  2019-20 Actions/Services  Maintain 2.0 FTE Resource Specialists to continue additional intervention services to	
or 2017-18 Modified Action 2017-18 Action Maintain 2.0 continue add dentified stu	ons/Services FTE Resource Specialist to ditional intervention services to idents.	for 2018-19 Unchanged Action 2018-19 Actions/Service Maintain 2.0 FTE Rescontinue additional interpretations	ces ource Specialists to ervention services to	for 2019-20 Unchanged Action  2019-20 Actions/Services  Maintain 2.0 FTE Resource Specialists to continue additional intervention services to	
or 2017-18  Modified Action 2017-18 Action Maintain 2.0 continue addition identified stu  Budgeted Ex	ons/Services FTE Resource Specialist to ditional intervention services to idents.	for 2018-19 Unchanged Action  2018-19 Actions/Service Maintain 2.0 FTE Rescontinue additional intidentified students.	ces ource Specialists to ervention services to	for 2019-20 Unchanged Action  2019-20 Actions/Services  Maintain 2.0 FTE Resource Specialists to continue additional intervention services to identified students.	
or 2017-18 Modified Action 2017-18 A	ons/Services FTE Resource Specialist to ditional intervention services to idents.  xpenditures 2017-18	for 2018-19 Unchanged Action  2018-19 Actions/Service Maintain 2.0 FTE Rescontinue additional indidentified students.  2018-19	ces ource Specialists to ervention services to	for 2019-20 Unchanged Action  2019-20 Actions/Services  Maintain 2.0 FTE Resource Specialists to continue additional intervention services to identified students.  2019-20	

Amount \$37,402  Source Supplemental  Budget 3000-3999: Employee Benefit Reference Benefits		\$42,315 Other  fits 3000-3999: Employee Benefits Benefits		\$45,246.38	
				Other 3000-3999: Employee Benefits Benefits	
For Actions/	Services not included as contr	buting to meeting the In	creased or Improved	Services Requirement:	
Students to (Select from Al	be Served: II, Students with Disabilities, or Speci	fic Student Groups)	Location(s): (Select from All Schools	s, Specific Schools, and/or Specific Grade Spans)	
[Add Stude	nts to be Served selection her	<b>e</b> ]	[Add Location(s) s	election here]	
		0	R		
For Actions/S	Services included as contributi	ng to meeting the Increa	sed or Improved Serv	vices Requirement:	
Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)		Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))		Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)	
English Lear Foster Youth Low Income		LEA-wide		All Schools	
Actions/Serv	vices				
Select from Nor 2017-18	lew, Modified, or Unchanged	Select from New, Modifor 2018-19	fied, or Unchanged	Select from New, Modified, or Unchanged for 2019-20	
Unchanged	Action	Unchanged Action		Unchanged Action	
2017-18 Actio	ons/Services	2018-19 Actions/Service	ces	2019-20 Actions/Services	
hygiene, othe	sing days to support dental er hygiene, nutrition, and related activities.	Maintain nursing days hygiene, other hygien other health-related a	e, nutrition, and	Maintain nursing days to support dental hygiene, other hygiene, nutrition, and other health-related activities.	

2017-18	2018-19	2019-20
\$8,896	\$9,074	\$9,436.35
Supplemental	Supplemental	Supplemental
5800: Professional/Consulting Services And Operating Expenditures Contract with Siskiyou County Office of Education	5800: Professional/Consulting Services And Operating Expenditures Contract with Siskiyou County Office of Education	5800: Professional/Consulting Services And Operating Expenditures Contract with Siskiyou County Office of Education
	\$8,896 Supplemental 5800: Professional/Consulting Services And Operating Expenditures Contract with Siskiyou County Office of Education	\$8,896 \$9,074  Supplemental Supplemental  5800: Professional/Consulting 5800: Professional/Consulting Services And Operating Expenditures  Contract with Siskiyou County Office Contract with Siskiyou County Office

13 Of Actions/Getvices not included as continuating to meeting the in	creased of improved Services Requirement.
Students to be Served:	Location(s):
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
A CARLO CONTRACTOR AND	print a constitute and the communication of the contraction of the con

OR

[Add Students to be Served selection here]

[Add Location(s) selection here]

# For Actions/Services included as contributing to meeting the increased or improved Services Requirement:

Students to be Served:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth,	(Select from LEA-wide, Schoolwide, or Limited to	(Select from All Schools, Specific Schools, and/or
and/or Low Income)	Unduplicated Student Group(s))	Specific Grade Spans)
Low Income	LEA-wide	Specific Schools: Sisson

Actions/Services		
Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	Modified Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Research and implement Restorative Justice or a comparable program to reduce suspensions.	Continue to implement Restorative Justice or a comparable program to reduce suspensions.	Continue to implement Restorative Justice or a comparable program to reduce suspensions.

Year 2017-18 Amount \$0		2018 <b>-</b> 19			2019-20 \$0	
Action 11						
	Services not included as contri	buting to meetir	ng the Increased or Improved	Servi	ces Requirement	
Students to	be Served: II, Students with Disabilities, or Speci		Location(s):		ific Schools, and/or Specific Grade Spans)	
			OR			
For Actions/S	Services included as contributir	ng to meeting th	e Increased or Improved Ser	vices F	Requirement:	
Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)		Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))		(Sel	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)	
Actions/Serv	vices					
Select from New, Modified, or Unchanged for 2017-18		Select from New, Modified, or Unchanged for 2018-19			Select from New, Modified, or Unchanged for 2019-20	
New Action		Modified Action		Ur	Unchanged Action	
2017-18 Action	ons/Services	2018-19 Actions/Services		2019	2019-20 Actions/Services	
Maintained and replace hand-held radios as needed		Maintain and replace hand-held radios as needed		21 1 1 1 1	intain and replace hand-held radios as eded	
Budgeted Ex	cpenditures					
Year	2017-18	201	8-19		2019-20	
Amount	\$500	\$75			\$750	
Source	Supplemental	Bas	<b>e</b>		Base	
Budget Reference	4000-4999: Books And Supplemental Purchase additional radios aneeded.	ıs Pur	0-4999: Books And Supplies chase additional radios as ded.		4000-4999: Books And Supplies Purchase additional radios as needed.	
Action 12						

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

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

	OR	
For Actions/Services included as contributing	ng to meeting the increased or improved Serv	ices Requirement:
Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
Actions/Services		
Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Teacher/classroom devices maintained/replaced according to replacement plan developed by Tech Committee	Teacher/classroom devices maintained/replaced according to replacement plan developed by Tech Committee	Teacher/classroom devices maintained/replaced according to replacement plan developed by Tech Committee
Budgeted Expenditures		

Year	2017-18	2018-19	2019-20
Amount	\$5,000	\$5,000	\$5,000
Source	Base	Base	Base
Budget	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999; Books And Supplies
Reference	Purchase new teacher and	Purchase new teacher and	Purchase new teacher and
	classroom devices	classroom devices	classroom devices

### Action 13

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

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

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

(Select from E	elect from English Learners, Foster Youth, (Sele		scope of Services: Select from LEA-wide, Schoolwide, or Limited to Induplicated Student Group(s))		Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)	
Actions/Serv	rices					
Select from N for 2017-18	lew, Modified, or Unchanged	Select fro	om New, Modified, or Unchanged 19		ct from New, Modified, or Unchanged 019-20	
Modified Ac	tion	Unchar	iged Action	Ur	nchanged Action	
2017-18 Actio	ons/Services	2018-19	Actions/Services	2019	9-20 Actions/Services	
Support a dis penmanship	strict-wide approach to	Support penman	a district-wide approach to ship.		pport a district-wide approach to manship.	
Budgeted Ex	cpenditures					
Year	2017-18		2018-19		2019-20	
Amount	\$0		\$5,200		\$5,200	
Source	urce		Base		Base	
Budget Reference			4000-4999: Books And Supplies Purchase K-5 handwriting materials		4000-4999: Books And Supplies Purchase K-5 handwriting materials.	
Action 14						
For Actions/	Services not included as contr	ibuting to r	neeting the Increased or Improved	Servi	ces Requirement:	
	be Served: II, Students with Disabilities, or Spec	ific Student (	Location(s): Groups) (Select from All Schools OR	s, Spec	ific Schools, and/or Specific Grade Spans)	
For Actions/S	Services included as contributi	na to meet	ing the Increased or Improved Ser	vices I	Requirement	
Students to be Served: Scop (Select from English Learners, Foster Youth, (Selec		Scope ( (Select fro	Scope of Services: Select from LEA-wide, Schoolwide, or Limited to Induplicated Student Group(s))		cation(s): ect from All Schools, Specific Schools, and/or cific Grade Spans)	
Actions/Serv	vices					
Select from N for 2017-18	lew, Modified, or Unchanged	Select from New, Modified, or Unchanged for 2018-19			ct from New, Modified, or Unchanged 019-20	

2017-18 Actions/Services 2018		2018-19 A	Actions/Services	2019	9-20 Actions/Services
	of teachers will receive used professional	the second of th	25% of teachers will receive s-based professional nent	sta	east 25% of teachers will receive ndards-based professional relopment
Budgeted Ex	penditures				
Year	2017-18		2018-19	#11-makestmones	2019-20
Amount	\$0		\$0		\$0
Source	Title II		Title II		Title II
Budget Reference	5000-5999: Services And C Operating Expenditures Nothing additional budgete the \$12,000 identified for Ti Goal 2.	d beyond	5000-5999: Services And Other Operating Expenditures Nothing additional budgeted be the \$18,360 identified for Title II Goal 2.	yond	5000-5999: Services And Other Operating Expenditures Nothing additional budgeted beyond the \$18,360 identified for Title II in Goal 2.
action 15					
		ributing to m	neeting the Increased or Improve	d Servi	ces Requirement:
Students to (Select from Al	<b>be Served:</b> I, Students with Disabilities, or Spec	cific Student G	roups) Location(s): (Select from All School	ls, Speci	ific Schools, and/or Specific Grade Spans)
[Add Stude	nts to be Served selection he	re]	[Add Location(s)	selecti	on here]
			OR		
For Actions/S	Services included as contribut	ing to meeti	ng the Increased or Improved Se	rvices F	Requirement:
(Select from English Learners, Foster Youth, (Select from		(Select fro	rom LEA-wide, Schoolwide, or Limited to (Sel		cation(s): ect from All Schools, Specific Schools, and/o cific Grade Spans)
English Lear Foster Youth Low Income	이 현대 보이보다 이 바로 보이는 무섭 모양이 가득 되었다. 그런 전환 사람들은 그는 그는 모양을 받는데	LEA-wid			

# Actions/Services

Select from N for 2017-18	ew, Modified, or Unchanged	Select fro for 2018-	om New, Modified, or Unchanged 19		ct from New, Modified, or Unchanged 019-20
New Action		Modifie	d Action	Ur	nchanged Action
2017-18 Actic	ns/Services	2018-19	Actions/Services	2019	9-20 Actions/Services
	pportunity/intervention serve identified at-risk st-8th grades	classroc	n an opportunity/intervention om to serve identified at-risk s in 1st-8th grades	clas	intain an opportunity/intervention ssroom to serve identified at-risk dents in 1st-8th grades
Budgeted Ex	penditures				
Year	2017-18		2018-19		2019-20
Amount	\$57,688		\$73,358		\$78,583.00
Source	Supplemental		Supplemental		Supplemental
Budget Reference	1000-1999: Certificated Per Salaries Salary	sonnel	0001-0999: Unrestricted: Locally Defined Salary		0001-0999: Unrestricted: Locally Defined Salary
Amount	\$18,383		\$23,359		\$24,601.58
Source	Supplemental		Supplemental		Supplemental
Budget Reference	3000-3999: Employee Bene Benefits	fits	3000-3999: Employee Benefits Benefits		3000-3999: Employee Benefits Benefits
Action 16					
			OR		
Actions/Serv	rices				
		New A	ction	Ur	nchanged Action
		ALICE i	I continue to be trained on the ntruder safety protocols, and door systems will be maintained and ed as appropriate.	AL buz	aff will continue to be trained on the ICE intruder safety protocols, and door zzer systems will be maintained and banded as appropriate.

Buagetea Ex			
Amount		\$1,000 (1) (1) (1) (1) (1) (1) (1) (1) (1) (1)	\$1,000
Source		Base	Base
Budget Reference		5000-5999: Services And Other Operating Expenditures Cost of ALICE training modules	5000-5999: Services And Other Operating Expenditures Cost of ALICE training modules
Amount		\$2,500	\$2,500
Source		Base	Base
Budget Reference		5000-5999: Services And Other Operating Expenditures Door buzzer maintenance and expansion	5000-5999: Services And Other Operating Expenditures Door buzzer maintenance and expansion
Action 17			
[Add Stude	nts to be Served selection here]	[Add Location(s) selec	ction here]
		OR	
Foster Youth		LEA-wide	
Actions/Serv	ices		
		New Action	Modified Action
		Trauma-Informed Practices training. Our h specific goal is to better understand how to p	Staff members continue the discussion of ow to best apply trauma-informed ractices to their interactions with tudents.

Amount		\$1,000	\$0
Source		Supplemental	
Budget Reference		2000-2999: Classified Personnel Salaries Compensate TA to attend the training	
Amount		\$297	
Source		Supplemental	
Budget Reference		3000-3999: Employee Benefits TA benefits for time spent attending training	
Amount		\$1,225	
Source		Supplemental	
Budget Reference		5000-5999: Services And Other Operating Expenditures Cost of the training for all staff	
Action 18			
All		All Schools	
	;	OR	
[Add Student	s to be Served selection here] [Add Sc	ope of Services selection here]	[Add Location(s) selection here]
Actions/Serv	ces		
			Ve will launch our own food services program and provide salad bars at each chool site.

Amount		\$0
Budget Reference		These funds come out of Fund 13.

# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

## Goal 2

All students will demonstrate increasing proficiency in all academic and social areas.

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

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 7: Course Access (Conditions of Learning)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

#### **Identified Need:**

- 1. Broad courses of study such as arts, electives, and clubs for low income, English learner, foster youth, and all students
- 2. Earlier/more communication to parents about kindergarten readiness skills
- 3. Strengthen standards-aligned instruction
- 4. Timely Intervention

## **Expected Annual Measurable Outcomes**

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Academic Schedule	All students have	All students will have	All students will have	All students will have
	access to a broad			
	course of study	course of study.	course of study.	course of study.
Kindergarten Orientation				
Agenda and sign-in	All incoming	All incoming	All incoming	All incoming
sheets	kindergarten parents will	kindergarten parents will	kindergarten parents will	kindergarten parents will

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
California School Dashboard / CAASPP	receive information about kindergarten readiness skills in the spring prior to starting kindergarten.	receive information about kindergarten readiness skills in the spring prior to starting kindergarten.	receive information about kindergarten readiness skills in the spring prior to starting kindergarten.	receive information about kindergarten readiness skills in the spring prior to starting kindergarten.
Results  Targeted student lists, intervention rosters, benchmark reports	In math and ELA, CAASPP results show our students performing at the "Medium" status and improving on the CA School Dashboard.	In math and ELA, CAASPP test results will continue to increase until we reach "High" status on the CA School Dashboard.	In math and ELA, CAASPP test results will continue to increase until we reach "High" status on the CA School Dashboard.	In math and ELA, CAASPP test results will continue to increase until we reach "High" status on the CA School Dashboard.
CELDT/ELPAC Results, English learner reclassification rates	All students who are not proficient on State Standards demonstrate	All students who are not proficient on State Standards will demonstrate progress toward proficiency.	All students who are not proficient on State Standards will demonstrate progress toward proficiency.	All students who are not proficient on State Standards will demonstrate progress toward proficiency.
Student-of-the-Month	progress toward proficiency.  100% of English learners made progress	All English learners will make progress on the CELDT, ultimately resulting in timely reclassification.	All English learners will make progress on the ELPAC, ultimately resulting in timely reclassification.	All English learners will make progress on the ELPAC, ultimately resulting in timely reclassification.
lists 4.0 Grade Point	on the CELDT, ultimately resulting in timely reclassification. 100% of English learners have been reclassified, and we	Students will be recognized for academic achievement and for	Students will be recognized for academic achievement and for	Students will be recognized for academic achievement and for being safe, respectful, and responsible.
Average Lists	continue to monitor their progress.  Students are recognized for academic achievement and for	being safe, respectful, and responsible.  Students will be recognized for academic achievement.	being safe, respectful, and responsible.	Our CAASPP participation rate for students with disabilities will be 100%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	being safe, respectful,			Our students with
	and responsible.			disabilities will continue
				to close the gap
				between their state-test
	Students are recognized			performance in ELA and
	for academic			math and that of the
	achievement.			school as a whole.

## Planned Actions / Services

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

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-	1 - 1 1		11	
		•		

Students to be Served: (Select from All, Students with Disabilities, or Specifical All.	Nama kaman garawa majarajataka semaja a	g falonicat wordt tetra waegner	Specific Schools, and/or Specific Grade Spans)  Mount Shasta Elementary School	
	0	<b>R</b>		
For Actions/Services included as contributin	g to meeting the Increa	sed or Improved Serv	ices Requirement:	
Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))		Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)	
[Add Students to be Served selection here]	[Add Scope of Services selection here]		[Add Location(s) selection here]	
Actions/Services				
Select from New, Modified, or Unchanged for 2017-18	Select from New, Modi for 2018-19	fied, or Unchanged	Select from New, Modified, or Unchanged for 2019-20	
Unchanged Action	Unchanged Action		Unchanged Action	
2017-18 Actions/Services	2018-19 Actions/Service	ces	2019-20 Actions/Services	
Maintain reduced class sizes at 24 and under for K-3	Maintain reduced clasunder for K-3	de tradição de la fille de la martia de la fille d	Maintain reduced class sizes at 24 and under for K-3	

Year	2017-18	2018-19	2019-20
Amount	\$60,889	\$64,430	\$70,907
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Salary	1000-1999: Certificated Personnel Salaries Salary	1000-1999: Certificated Personnel Salaries Salary
Amount	\$19,020	\$21,417	\$22,921.33
Source	Base	Base	Base
Budget Reference	3000-3999: Employee Benefits Benefits	3000-3999: Employee Benefits Benefits	3000-3999: Employee Benefits Benefits

### Action 2

For Actions/Services not included as contributing to meeting the In	creased or Improved Services Requirement:
Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	All Schools

## OR

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

Students to be Served:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth,	(Select from LEA-wide, Schoolwide, or Limited to	(Select from All Schools, Specific Schools, and/or
and/or Low Income)	Unduplicated Student Group(s))	Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18	for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

Budgeted Ex	cpenditures		
Year	2017-18	2018-19	2019-20
Amount	\$18,232	\$18,778	\$20,378.72
Source	Base	Base	Base
Budget Reference	2000-2999: Classified Personne Salaries Salaries	2000-2999: Classified Personnel Salaries Salaries	2000-2999: Classified Personnel Salaries Salaries
Amount	\$4,960	\$5,584	\$6,546.21
Source	Supplemental	Base	Base
Budget Reference	3000-3999: Employee Benefits Benefits	3000-3999: Employee Benefits Benefits	3000-3999: Employee Benefits Benefits
For Actions/		ng to meeting the increased or improved Ser	vices Requirement:
For Actions/ <b>Students to</b> (Select from Al	Services not included as contribution be Served:  I, Students with Disabilities, or Specific Sents to be Served selection here]	Location(s):	ecific Schools, and/or Specific Grade Spans)
For Actions/ <b>Students to</b> (Select from Al [Add Stude	be Served:  I, Students with Disabilities, or Specific S  Ints to be Served selection here]	tudent Groups)  Location(s): (Select from All Schools, Sp  [Add Location(s) select	ecific Schools, and/or Specific Grade Spans) ction here]
For Actions/ Students to (Select from Al  [Add Stude  or Actions/S Students to (Select from El	be Served:  I, Students with Disabilities, or Specific Sonts to be Served selection here]  Services included as contributing to be Served:  Served:	Location(s): (Select from All Schools, Sp  [Add Location(s) select  OR  Improved Services:  Cope of Services:  Cope of Services:  Cope of LEA-wide, Schoolwide, or Limited to	ecific Schools, and/or Specific Grade Spans) ction here] s Requirement: ocation(s):
Students to (Select from Al [Add Stude or Actions/S	be Served:  I, Students with Disabilities, or Specific Sonts to be Served selection here]  Services included as contributing to be Served:  Inglish Learners, Foster Youth, ome)  Ingres	Location(s): (Select from All Schools, Sp  [Add Location(s) select  OR  meeting the Increased or Improved Services  cope of Services: Elect from LEA-wide, Schoolwide, or Limited to (Select from LEA-wide)  CEA-wide	ecific Schools, and/or Specific Grade Spans) ction here] s Requirement: ocation(s): Select from All Schools, Specific Schools, and/o
For Actions/ Students to (Select from Al  [Add Students to (Select from Enand/or Low Inc  English Lear  Foster Youth	be Served:  I, Students with Disabilities, or Specific Sonts to be Served selection here]  Services included as contributing to be Served:  Inglish Learners, Foster Youth, ome)  Iners	Location(s): (Select from All Schools, Sp  [Add Location(s) select  OR  meeting the Increased or Improved Services  cope of Services: Elect from LEA-wide, Schoolwide, or Limited to (Select from LEA-wide)  CEA-wide	ecific Schools, and/or Specific Grade Spans) ction here] s Requirement: ocation(s): Select from All Schools, Specific Schools, and/ pecific Grade Spans) All Schools

2017-18 Actio	ons/Services	2018-19 Actions/Serv	ices	2019-20 Actions/Service	es
	ference will be provided for at on a minimum day early in ear.	A parent conference at-risk students on a the school year.	will be provided for minimum day early in	A parent conference wat-risk students on a mathematical threads and the school year.	
Budgeted Ex	cpenditures				
Year	2017-18	2018-19	lajo je koro i le 195 m. i stratom i 1955 sa rambajantaha metaka metak barban 1	2019-20	es a come conspenses product proprieta per contra contra contra contra contra contra contra contra contra cont
Amount	\$0	\$0		\$0.	
Budget Reference	none	none		none	
	Services not included as contri	buting to meeting the I	Location(s):		
Students to (Select from A		fic Student Groups) e]	Location(s):	, Specific Schools, and/or Sp	ecific Grade Spans)
Students to (Select from A [Add Stude	be Served: II, Students with Disabilities, or Specit	fic Student Groups) e]	Location(s): (Select from All Schools [Add Location(s) s	, Specific Schools, and/or Speelection here]	ecific Grade Spans)
Students to (Select from A [Add Stude For Actions/S	be Served:  II, Students with Disabilities, or Specifients to be Served selection here  Services included as contributing be Served:  nglish Learners, Foster Youth,	fic Student Groups)  [9]  (ing to meeting the Incre  Scope of Services:	Location(s): (Select from All Schools [Add Location(s) s  OR ased or Improved Services Schoolwide, or Limited to	, Specific Schools, and/or Speelection here]	
Students to (Select from A [Add Stude For Actions/S Students to (Select from E	be Served: II, Students with Disabilities, or Specificants to be Served selection here Services included as contributing be Served: Inglish Learners, Foster Youth, come) There	fic Student Groups)  [3]  [4]  [5]  [6]  [7]  [8]  [8]  [9]  [9]  [9]  [9]  [9]  [9	Location(s): (Select from All Schools [Add Location(s) s  OR ased or Improved Services Schoolwide, or Limited to	, Specific Schools, and/or Specific Schools, and/or Specific Schools, and/or Specific Schools, Specifi	
Students to (Select from A [Add Students to Students to (Select from E and/or Low Inc English Lear Foster Youth	be Served: II, Students with Disabilities, or Specificants to be Served selection here Services included as contributing be Served: Inglish Learners, Foster Youth, come) Inners	fic Student Groups)  [a]  [a]  [a]  [b]  [c]  [c]  [c]  [c]  [c]  [c]  [c	Location(s): (Select from All Schools [Add Location(s) s  OR ased or Improved Services Schoolwide, or Limited to	, Specific Schools, and/or Specific Schools, and/or Specific Schools, and/or Specific Schools, Specific Grade Spans)	
Students to (Select from A [Add Students to (Select from E and/or Low Inc English Leal Foster Youth Low Income	be Served: II, Students with Disabilities, or Specificants to be Served selection here Services included as contributing be Served: Inglish Learners, Foster Youth, come) Inners	fic Student Groups)  [a]  [a]  [a]  [b]  [c]  [c]  [c]  [c]  [c]  [c]  [c	Location(s): (Select from All Schools [Add Location(s) s  OR  assed or Improved Service Schoolwide, or Limited to roup(s))	, Specific Schools, and/or Specific Schools, and/or Specific Schools, and/or Specific Schools, Specific Grade Spans)	Specific Schools, and/or

2017-18 Actio	ons/Services	2018-19 Actions/S	Services	2019-20 Actions/Services
127	y Teams address truancy, ademic and other problems.		eams address truancy, nic and other problems.	Student Study Teams address truancy, behavior, academic and other problems.
Budgeted Ex	penditures			
Year Amount	2017-18 \$0	2018-1 \$0	9	2019-20 \$0
Budget Reference	none	none		none
Action 5				
For Actions/	Services not included as contri	buting to meeting th	ne Increased or Improved	Services Requirement:
Students to (Select from Al	<b>be Served:</b> I, Students with Disabilities, or Speci	fic Student Groups)	Location(s): (Select from All Schools	, Specific Schools, and/or Specific Grade Spans)
[Add Stude	nts to be Served selection her	<b>e]</b>	[Add Location(s) s	election here]
			OR	
For Actions/S	Services included as contributir	ng to meeting the In	creased or Improved Serv	vices Requirement:
Students to (Select from El and/or Low Inc	nglish Learners, Foster Youth,	Scope of Servic (Select from LEA-wid Unduplicated Studer	de, Schoolwide, or Limited to	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Lear Foster Youth Low Income	医环状腺素 医内侧性静脉 计数据 医皮肤 医二氏病 医多种 医阴道 计自己的 计电路 化	LEA-wide		All Schools
Actions/Serv	rices			
Select from N for 2017-18	ew, Modified, or Unchanged	Select from New, for 2018-19	Modified, or Unchanged	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Action	Unchanged Action	on	Unchanged Action
2017-18 Actio	ons/Services	2018-19 Actions/S	Services	2019-20 Actions/Services
Provide inter through Title	vention for identified students 1 program	Provide intervent through Title 1 pr	ion for identified students ogram	Provide intervention for identified students through Title 1 program

Year	2017-18	2018-19	2019-20
Amount	\$117,385	\$186,555	\$205,025.00
Source	Title I	Title I	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries Title I Teacher Salaries	1000-1999: Certificated Personnel Salaries Title I Teacher Salaries	1000-1999: Certificated Personnel Salaries Title I Teacher Salaries
Amount	\$17,160	\$17,393	\$19,091.00
Source	Title I	Title I	Title 1
Budget Reference	2000-2999: Classified Personnel Salaries Title I Teachers' Aide Salaries	2000-2999: Classified Personnel Salaries Title I Teachers' Aide Salaries	2000-2999: Classified Personnel Salaries Title I Teachers' Aide Salaries
Amount	\$44,600	\$70,316	\$75,571.05
Source	Title I	Title I	Title I
Budget Reference	3000-3999: Employee Benefits Employee Benefits	3000-3999: Employee Benefits Employee Benefits	Employee Benefits
Amount	\$1600	\$3,000	\$3,000
Source	Title I	Title I	Title I
Budget Reference	4000-4999: Books And Supplies Supplies	4000-4999; Books And Supplies Supplies	4000-4999: Books And Supplies Supplies
Amount	\$10,471	\$11,540	\$11,333.99
Source	Title I	Title 1	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures Co-op fees and homeless set-aside	5000-5999: Services And Other Operating Expenditures Co-op fees and homeless set-aside	5000-5999: Services And Other Operating Expenditures Co-op fees and homeless set-aside

Amount	\$9,705	\$20,043		\$17,585,86
Source	Title I	Title I		Title I
Budget Reference	7000-7439: Other Outgo Indirect Cost	7000-7439: Indirect Co	Other Outgo st	7000-7439; Other Outgo Indirect Cost
Action 6				
For Actions/	Services not included as contri	buting to meeting the Ir	ncreased or Improved	Services Requirement:
	be Served: II, Students with Disabilities, or Speci	fic Student Groups)	Location(s): (Select from All Schools	, Specific Schools, and/or Specific Grade Spans)
[Add Stude	ents to be Served selection her	e]	[Add Location(s) s	election here]
		0	R	
For Actions/S	Services included as contributir	ng to meeting the Increa	sed or Improved Serv	ices Requirement:
	be Served: nglish Learners, Foster Youth, come)	Scope of Services: (Select from LEA-wide, S Unduplicated Student Gro		Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Lear Foster Youth Low Income		LEA-wide		All Schools
Actions/Serv	vices			
Select from N for 2017-18	lew, Modified, or Unchanged	Select from New, Mod for 2018-19	ified, or Unchanged	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Action	Modified Action		Unchanged Action
2017-18 Actio	ons/Services	2018-19 Actions/Servi	ces	2019-20 Actions/Services
intervention f	e II Funding, provide for identified students and development	Staff Development		Staff Development

Year	2017-18	2018-19	2019-20
Amount	\$12,114	\$4,800	\$4,200
Source	Title II	Title II	Title II
Budget Reference	1000-1999: Certificated Personnel Salaries Title II Teacher Salary	1000-1999: Certificated Personnel Salaries Sub Costs	1000-1999: Certificated Personnel Salaries Sub Costs
Amount	\$3,860	\$1,044	\$919.37
Source	Title II	Title 11	Title II
Budget Reference	3000-3999: Employee Benefits Employee Benefits	3000-3999: Employee Benefits Employee Benefits	3000-3999: Employee Benefits Employee Benefits
Amount	\$12,000	\$21,760	\$21,100
Source	Title II	Title II	Title II
Budget Reference	5000-5999: Services And Other Operating Expenditures Professional Development	5000-5999: Services And Other Operating Expenditures Professional Development	5000-5999: Services And Other Operating Expenditures Professional Development
Amount	\$1,569	\$1,913	\$1,822.74
Source	Title II	Title II	Title II
Budget Reference	7000-7439: Other Outgo Indirect Cost	7000-7439: Other Outgo Indirect Cost	7000-7439: Other Outgo Indirect Cost
Amount			44.89
Source			Title II
Budget Reference			4000-4999: Books And Supplies Supplies

## Action 7

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

Students to be Served:	Location(s):
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Location(s) selection here]

English Learne	ish Learners, Foster Youth, ne)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)	
Foster Youth Low Income	ors .	Schoolwide	Specific Schools: Sisson	
Actions/Servic	es			
Select from Nev or 2017-18	w, Modified, or Unchanged	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20	
New Action		Modified Action	Unchanged Action	
017-18 Actions	s/Services	2018-19 Actions/Services	2019-20 Actions/Services	
orogram Budgeted Expe				
r-	2017-18	2018-19	2019-20	
A	\$0 (LEFT)   LEFT   CONT.	[1] [1] [1] [1] [1] [1] [1] [1] [1] [1]	\$1,000	
Amount Source		Supplemental	Supplemental	
'  -		Supplemental 5000-5999: Services And Other Operating Expenditures Purchase software licenses	Supplemental 5000-5999: Services And Other Operating Expenditures Renew software licenses	
Source Budget		5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	
Source Budget Reference Action 8	s to be Served selection her	5000-5999: Services And Other Operating Expenditures Purchase software licenses	5000-5999: Services And Other Operating Expenditures Renew software licenses	

Actions/Serv	/ices		
		New Action	Unchanged Action
		TAs are provided paid time to meet with teachers to discuss strategies on how TAs can help to better meet the needs of our unduplicated pupils.	TAs are provided paid time to meet with teachers to discuss strategies on how TAs can help to better meet the needs of our unduplicated pupils.
Budgeted Ex	rpenditures		
Amount		\$840	\$840
Source		Supplemental	Supplemental
Budget Reference	그는 ♥		TA paid time
Amount		\$250	\$269.83
Source		Supplemental	Supplemental
Budget Reference		3000-3999: Employee Benefits Benefits tied to TA paid time	3000-3999: Employee Benefits Benefits tied to TA paid time
Action 9			
[Add Stude	nts to be Served selection here	[Add Location(s) se	election here]
		OR	
English Lear	ners	LEA-wide	All Schools
Actions/Serv	vices		
		New Action	Unchanged Action
		Teachers are provided paid time to meet periodically with parents of English learners to explain what the children are working on, provide ideas of how parents	Teachers are provided paid time to meet periodically with parents of English learners to explain what the children are working on provide ideas of how parents

Budgeted Exp	Denditures		
Amount		\$1,680	\$1,680
Source		Supplemental	Supplemental
Budget Reference		1000-1999: Certificated Personnel Salaries Teacher paid time	1000-1999: Certificated Personnel Salaries Teacher paid time
Amount		\$785	\$350
Source		Supplemental	Supplemental
Budget Reference		2000-2999: Classified Personnel Salaries Translator paid time	2000-2999: Classified Personnel Salaries Translator paid time
Amount		\$590	\$480.19
Source		Supplemental	Supplemental
Budget Reference		3000-3999: Employee Benefits Benefits on paid time	3000-3999; Employee Benefits Benefits on paid time
Action 10			
All		Specific Schools: Sisso	n. 2014 - 1914 - 1914 - 1914 - 1914 - 1914 - 1914 - 1914 - 1914 - 1914 - 1914 - 1914 - 1914 - 1914 - 1914 - 19
		OR	t de tre de se de mais anno communicament manifestament manifestation de tre tre de tre de tre de tre de tre d
[Add Students	to be Served selection here] [Add	Scope of Services selection here]	Add Location(s) selection here]
Actions/Servi	ces		
	Nov	/ Action	nchanged Action

		commonsensemedia. students about good c			monsensemedia.org to educate ents about good digital citizenship.
Budgeted Ex	penditures				
Amount		\$0			\$0
Action 11					
[Add Stude	nts to be Served selection here	]			Shasta Elementary School n here]
		0	R		
Low Income [Add Student	s to be Served selection here]	Limited to Unduplicate [Add Scope of Service	化基金 化原性 化二氯化二二甲基甲基甲基甲基甲基甲基甲基甲基甲基甲基甲基甲基甲基甲基甲基甲基甲基甲基甲	Ele	ecific Schools: Mount Shasta ementary School dd Location(s) selection here]
Actions/Serv	ices				
		New Action		≧Un∈	changed Action
		A 2-1 TA works with s be as successful as p assisting the teacher behavior to minimize class.	ossible while with managing their	be a	1 TA works with students to help them as successful as possible while sting the teacher with managing their avior to minimize distractions in the s.
Budgeted Ex	penditures				
Amount		\$17,712			\$19,612
Source		Supplemen	tal		Supplemental
Budget Reference		2000-2999; Salaries Cost of sala	Classified Personnel		2000-2999: Classified Personnel Salaries Cost of salary

Amount		\$5,267	\$6,299.89
Source		Supplemental	Supplemental
Budget Reference		3000-3999: Employee Benefits Cost of benefits	3000-3999: Employee Benefits Cost of benefits
Action 12			
Students w	ith Disabilities	All Schools	
		OR	
[Add Studen	ts to be Served selection here] [	Add Scope of Services selection here]	[Add Location(s) selection here]
Actions/Serv	rices		
a control en el dell'este di Section	enda (j. 1846. generammunung menda handa an ilga (j. 1866. general).	reach no chairt sin choir fhon a dùr na dùlaiteadh air cachaigh seachn a chairt a ch	go gasta kasto urasu mgan kana uanna nshina, anna institut akkan lakkan akkan kasa ka
			100% of our students with disabilities will participate in state testing.
Vollishin manadamidami		de articularita de la constitución	
Budgeted Ex	penditures		
Amount			
Action 13			
Students w	ith Disabilities	All Schools	
		OR	
[Add Studen	ts to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]
Actions/Serv	rices		
			Increase TA time for classrooms that contain students with exceptional needs.

Amount	The state of the s		9,450.00
Source			Other
Budget Reference			2000-2999; Classified Personnel Salaries Salary
Amount			3,035.61
Source			Other
Budget Reference			3000-3999: Employee Benefits Benefits
Action 14			
All		Specific Schools: Mou	nt Shasta Elementary School
		OR	
[Add Student	s to be Served selection here] [Add Sc	ope of Services selection here]	[Add Location(s) selection here]
Actions/Serv	ices		
		re In fc	urchase Fountas and Pinnell leveled eaders to improve the level of reading estruction for all learners, but especially or struggling learners and learners with pecial needs.
Budgeted Ex	penditures		
Amount			27,142.20
Source		EFFECT FOR ENGINEER	Base
Budget Reference			4000-4999: Books And Supplies Cost of materials

THE REPORT OF STREET, SHOWING A STREET, SHOWING SHOWING

# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

## Goal 3

Students, parents, staff, and the community will be highly engaged in meaningful and sustained activities.

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

State Priorities: Priority 3: Parental Involvement (Engagement)

Priority 5: Pupil Engagement (Engagement)

Local Priorities:

### **Identified Need:**

- 1. Parent training for supporting school success
- 2. Parent training for State Standards
- 3. Early intervention for truancy, intentional non-learning, and disengagement
- 4. Increased modes of communication to/from parents

## **Expected Annual Measurable Outcomes**

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
First 5 Flyers and Sign-	We began more closely	Collaborate with	Collaborate with	Collaborate with
Ins; agreements with	collaborating with	agencies to provide	agencies to provide	agencies to provide
Great Northern, the	agencies to provide	opportunities for	opportunities for	opportunities for
farmers' market, the	opportunities for	strengthening families	strengthening families.	strengthening families.
Resource Center, and	strengthening families			
the Land Trust				

Wethos/mulcators	Daseille	2017-10	2010-19	2019-20
State standards Facebook posts and parent training flyers	All parents were provided training on State standards.	All parents will be provided training on State standards.	All parents will be provided training on State standards	All parents will be provided training on State standards.
Chronic absenteeism rates	13.4% of students are chronically absent.	Chronic absenteelsm will be 10% or less	Chronic absenteeism will be 7% or less	Chronic absenteeism will be 6% or less
Minutes from Site Council, Partners in Education, The Ed Foundation	The District promotes opportunities for all parents to be engaged in school groups and activities.	The District will promote opportunities for all parents to be engaged in school groups and activities.	The District will promote opportunities for all parents to be engaged in school groups and activities.	The District will promote opportunities for all parents to be engaged in school groups and activities.
Programs from Performances, Open House, and other Functions and Activities	The District promotes and provides opportunities for all parents to attend performances and activities at school.	The District will promote and provide opportunities for all parents to attend performances and activities at school.	The District will promote and provide opportunities for all parents to attend performances and activities at school.	The District will promote and provide opportunities for all parents to attend performances and activities at school.

2017-18

## **Planned Actions / Services**

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

#### Action 1

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

### Students to be Served:

Metrics/Indicators

(Select from All, Students with Disabilities, or Specific Student Groups)

Baseline

## Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

2018-19

2019-20

All Schools

OR

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

#### Students to be Served: Scope of Services: Location(s): (Select from English Learners, Foster Youth, (Select from LEA-wide, Schoolwide, or Limited to (Select from All Schools, Specific Schools, and/or and/or Low Income) Unduplicated Student Group(s)) Specific Grade Spans) [Add Students to be Served selection here] [Add Scope of Services selection here] [Add Location(s) selection here] Actions/Services Select from New, Modified, or Unchanged Select from New, Modified, or Unchanged Select from New, Modified, or Unchanged for 2017-18 for 2018-19 for 2019-20 New Action **Unchanged Action** Modified Action 2017-18 Actions/Services 2018-19 Actions/Services 2019-20 Actions/Services Continue to strengthen community Continue to strengthen community Continue to strengthen community partnerships with First 5, the Resource partnerships with First 5, the Resource partnerships with First 5, the Resource Center, Great Northern, the Farmers' Center, Great Northern, the Farmers' Center, Great Northern, the Farmers' Market, the Land Trust, Kiwanis, and Market, the Land Trust, Kiwanis, Rotary, Market, the Land Trust, Kiwanis, Rotary, Rotary CAFE, Boys and Girls Club, and the South CAFE, Boys and Girls Club, and the South County MDT. County MDT. **Budgeted Expenditures** Year 2017-18 2018-19 2019-20 Amount \$0 Action 2 For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: Students to be Served: Location(s): (Select from All, Students with Disabilities, or Specific Student Groups) (Select from All Schools, Specific Schools, and/or Specific Grade Spans) [Add Students to be Served selection here] [Add Location(s) selection here] OR For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

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(Select from LEA-wide, Schoolwide, or Limited to

Location(s):

Specific Grade Spans)

(Select from All Schools, Specific Schools, and/or

Scope of Services:

Unduplicated Student Group(s))

Students to be Served:

and/or Low Income)

(Select from English Learners, Foster Youth,

Actions/Serv	vices						
Select from New, Modified, or Unchanged for 2017-18					Select from New, Modified, or Unchanged for 2019-20		
Unchanged	Action	Unchang	ed Action		Un	changed Action	
2017-18 Actio	ons/Services	2018-19 A	ctions/Servic	ces	2019	-20 Actions/Services	
Continue to assemble at home school supply kits for some students, as needed.		Continue to assemble at-home school supply kits for some students as needed.			Continue to assemble at-home school supply kits for some students as needed.		
Budgeted Ex	cpenditures						
Year	2017-18		2018-19			2019-20	
Amount	\$500		\$500			\$500	
Source	Supplemental		Supplemental			Supplemental	
Budget Reference	4000-4999: Books And Supp Supplies	plies 4000-4999: Books And Supplies Supplies			4000-4999: Books And Supplies Supplies		
Action 3	***************************************						
For Actions/	Services not included as contri	buting to me	eeting the In	creased or Improved	Servic	ces Requirement:	
Students to (Select from Al	<b>be Served:</b> I, Students with Disabilities, or Speci	fic Student Gr	oups)	Location(s): (Select from All Schools	, Speci	fic Schools, and/or Specific Grade Spans)	
All			All Schools				
			0	R			
For Actions/S	Services included as contributir	ng to meetin	g the Increa	sed or Improved Serv	vices F	Requirement:	
Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)		(Select fron	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to		(Sele	cation(s): ect from All Schools, Specific Schools, and/or	
CATIONOLLOW HIC	ts to be Served selection here]	E E La Partire, Ma	Induplicated Student Group(s))  [Add Scope of Services selection here]		Spec [A	Specific Grade Spans)	

Select from New, Modified, or Unchanged for 2017-18		Select from New, Modified, or Unchanged for 2018-19			Select from New, Modified, or Unchanged for 2019-20	
Unchanged Action		Unchanged Action		Unchanged Action		
2017-18 Actio	ons/Services	2018-19 Actions/S	ervices	2019-	20 Actions/Services	
Continue the	new family welcome plan	Continue the new	r family welcome plan.	Con	tinue the new family welcome plan.	
Budgeted Ex	rpenditures					
Year	2017-18	2018-1	2018-19		2019-20	
Amount	\$0	\$0			<b>\$0</b>	
Budget Reference			No additional cost beyond counselor salary		No additional cost beyond counselor	
Action 4						
ACHON 4						
	Services not included as contri	buting to meeting th	ne Increased or Improved	Service	es Requirement:	
For Actions/ Students to			Location(s):		es Requirement: c Schools, and/or Specific Grade Spans)	
For Actions/ Students to (Select from Al	be Served:		Location(s): (Select from All Schools			
For Actions/ Students to (Select from Al	be Served:	fic Student Groups)	Location(s): (Select from All Schools All Schools	s, Specifi	c Schools, and/or Specific Grade Spans)	
For Actions/Students to (Select from All All For Actions/S	be Served:  II, Students with Disabilities, or Specion  Services included as contributing be Served:  Inglish Learners, Foster Youth,	fic Student Groups)  Ing to meeting the In  Scope of Service	Location(s): (Select from All Schools All Schools OR creased or Improved Sender, Schoolwide, or Limited to	s, Specifi vices R Loca (Sele	c Schools, and/or Specific Grade Spans)	
For Actions/Students to (Select from All For Actions/Students to (Select from Er and/or Low Inc	be Served:  II, Students with Disabilities, or Specion  Services included as contributing be Served:  Inglish Learners, Foster Youth,	fic Student Groups)  Ing to meeting the In  Scope of Servic  (Select from LEA-widen Unduplicated Studer)	Location(s): (Select from All Schools All Schools OR creased or Improved Sender, Schoolwide, or Limited to	, Specifi /ices R Loca (Sele Speci	c Schools, and/or Specific Grade Spans) equirement: ation(s): ct from All Schools, Specific Schools, and/or	
For Actions/Students to (Select from All For Actions/SStudents to (Select from Er and/or Low Inc. [Add Studen	be Served: II, Students with Disabilities, or Speci Services included as contributir be Served: nglish Learners, Foster Youth, nome) ts to be Served selection here]	fic Student Groups)  Ing to meeting the In  Scope of Servic  (Select from LEA-widen Unduplicated Studer)	Location(s): (Select from All Schools All Schools OR creased or Improved Sender, Schoolwide, or Limited to all Group(s))	, Specifi /ices R Loca (Sele Speci	c Schools, and/or Specific Grade Spans) equirement: ation(s): ct from All Schools, Specific Schools, and/or	
For Actions/Students to (Select from All For Actions/S Students to (Select from Er and/or Low Inc. [Add Studen Actions/Serv	be Served: II, Students with Disabilities, or Speci Services included as contributir be Served: nglish Learners, Foster Youth, nome) ts to be Served selection here]	fic Student Groups)  Ing to meeting the In  Scope of Servic (Select from LEA-widen Unduplicated Studen Industrial Studen Industrial Studen Industrial Studen Industrial Industri	Location(s): (Select from All Schools All Schools OR creased or Improved Serves: de, Schoolwide, or Limited to alt Group(s))	, Specifi vices R Loca (Sele Speci	equirement: ation(s): ct from All Schools, Specific Schools, and/oi fic Grade Spans) Id Location(s) selection here] t from New, Modified, or Unchanged	

age with the transfer of the second of the s

2017-18 Acti	talitealia ja value karrion montano omino v	2018-19 Actions/Servi	ing the second s	2019-20 Actions/Services	
	ectful Responsible" activities ded throughout the year.	"Safe Respectful Res will be provided throu		"Safe Respectful Responsible" activities will be provided throughout the year.	
Budgeted Ex	xpenditures				
Year	2017-18	2018-19		2019-20	
Amount	\$0	\$0		\$0	
Action 5			2 10 11 1 2 2 1 144 11 11 11 11 11 11 11 11 11 11 11		
For Actions	/Services not included as contri	buting to meeting the In	creased or Improved	Services Requirement:	
	b be Served: .ll, Students with Disabilities, or Speci	fic Student Groups)	Location(s): (Select from All Schools,	, Specific Schools, and/or Specific Grade Spans)	
All			All Schools		
		0	R		
For Actions/	Services included as contributir	ng to meeting the Increa	sed or Improved Serv	ices Requirement:	
	b be Served: inglish Learners, Foster Youth, come)	Scope of Services: (Select from LEA-wide, S Unduplicated Student Gro		Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)	
[Add Studer	nts to be Served selection here]	[Add Scope of Service	s selection here]	[Add Location(s) selection here]	
Actions/Serv	vices				
Select from N for 2017-18	New, Modified, or Unchanged	Select from New, Mod for 2018-19	ified, or Unchanged	Select from New, Modified, or Unchanged for 2019-20	
Modified Ac	tion	Unchanged Action		Unchanged Action	
2017-18 Actio	ons/Services	2018-19 Actions/Servi	ces	2019-20 Actions/Services	
A A CONTRACTOR OF THE CONTRACT	distribute parent-friendly andards information.	Continue to distribute academic standards i		Continue to distribute parent-friendly academic standards information.	

Year	2017-18	2018-19		2019-20
Amount	\$0	\$0		\$0
Action 6	ethikki Tattidakak tankarkan mamamamamamamamamamamamamamamamamamam		ampinisanisanisanisanisanis (1941) Pilado Haldala Maddalada dia dalah dalah dalah dalah dalah dalah dalah dalah	
For Actions	s/Services not included as contr	ibuting to meeting the In	creased or Improved	Services Requirement:
	o be Served: All, Students with Disabilities, or Speci	fic Student Groups)	Location(s): (Select from All Schools	, Specific Schools, and/or Specific Grade Spans)
All			Specific Schools: \$	Sisson
		0	R	
For Actions	/Services included as contributi	ng to meeting the Increa	sed or Improved Serv	rices Requirement:
Students to be Served: Scope of (Select from English Learners, Foster Youth, (Select from English Learners)		Scope of Services: (Select from LEA-wide, Select from LEA-wide, Select Grown LEA-wide, Select Student Grown LEA-wide, Select Select LEA-wide,		Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
tottajat tidatdatajanjaminjaminjaminjaminjaminjaminjaminj		[Add Scope of Service	s selection here]	[Add Location(s) selection here]
Actions/Ser	rvices	None of the second seco	e e e e e e e e e e e e e e e e e e e	
Select from I	New, Modified, or Unchanged	Select from New, Mod for 2018-19	ified, or Unchanged	Select from New, Modified, or Unchanged for 2019-20
Unchanged	d Action	Unchanged Action		Unchanged Action
2017-18 Act	tions/Services	2018-19 Actions/Servi	ces	2019-20 Actions/Services
		Grades will be posted 8th grade classroom,	l online for every 4th-	Grades will be posted online for every 4th-8th grade classroom.
Budgeted E	Expenditures			
Year	2017-18	2018-19		2019-20
Amount	\$0	\$0		\$0
Action 7		14. 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1		
For Actions	s/Services not included as contr	ibuting to meeting the In	creased or Improved	Services Requirement:
	o be Served: All, Students with Disabilities, or Spec	ific Student Groups)	Location(s): (Select from All Schools	s, Specific Schools, and/or Specific Grade Spans)

,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,		OR		
For Actions	/Services included as contributin	g to meeting the Increased or Improved Serv	rices Requirement:	
Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)		Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)	
[Add Stude	ents to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]	
Actions/Se	rvices			
Select from for 2017-18	New, Modified, or Unchanged	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20	
Unchanged Action		Unchanged Action	Unchanged Action	
2017-18 Actions/Services		2018-19 Actions/Services	2019-20 Actions/Services	
will be impl	havior Intervention Strategies emented at Sisson School.	Positive Behavior Intervention Strategies will be implemented at Sisson School.	Positive Behavior Intervention Strategies will be implemented at Sisson School.	
Durdantad [	= v. v. v. v. dišt v. v. v. v.			
•	Expenditures	2010 10	2010 20	
Year Amount	2017-18 \$0	2018-19 \$0	2019-20 \$0	
Year Amount	2017-18		render 1904 – Franklig i Franklig Senator og det er flatter er flatter og det et franklig og det er flatter er	
Year Amount Action 8	2017-18 \$0		\$0	
Year Amount Action 8 For Actions	2017-18 \$0	\$0 buting to meeting the Increased or Improved Location(s):	\$0	
Year Amount  Action 8 For Actions Students (Select from	2017-18 \$0 s/Services not included as contri to be Served:	\$0 buting to meeting the Increased or Improved Location(s): (Select from All Schools	\$0 Services Requirement: s, Specific Schools, and/or Specific Grade Spans)	
Year Amount  Action 8 For Actions Students (Select from	2017-18 \$0 s/Services not included as contri to be Served: All, Students with Disabilities, or Speci	\$0 buting to meeting the Increased or Improved Location(s): (Select from All Schools	\$0 Services Requirement: s, Specific Schools, and/or Specific Grade Spans)	
Year Amount  Action 8 For Actions Students to (Select from	2017-18 \$0  s/Services not included as contri to be Served: All, Students with Disabilities, or Speci	buting to meeting the Increased or Improved  Location(s): (Select from All Schools [Add Location(s) s	Services Requirement: s, Specific Schools, and/or Specific Grade Spans) selection here]	

Actions/Serv	vices				
Select from N for 2017-18	lew, Modified, or Unchanged	Select from New, Modified, or Unchanged for 2018-19		Select from New, Modified, or for 2019-20	Unchanged
Unchanged	Action	Unchanged Action		Unchanged Action	
2017-18 Actio	ons/Services	2018-19 Actions/Services		2019-20 Actions/Services	
Counselors will provide parent referrals to outside resources.		Counselors will provide parent referrals to outside resources.		Counselors will provide parent referrals to outside resources.	
Budgeted Ex	rpenditures				
Year Amount	2017-18 \$0	2018-19 \$0		2019-20 \$0	
Budget Reference	eference No additional cost beyond No add		al cost beyond contract	No additional cost beyond counseling contract	nd
Action 9					
For Actions/	Services not included as contri	buting to meeting the In	creased or Improved	Services Requirement:	
Students to (Select from Al	be Served: II, Students with Disabilities, or Specit	Location(s): (Select from All School		ls, Specific Schools, and/or Specific Grade Spans)	
[Add Stude	nts to be Served selection here	<b>91</b>	[Add Location(s) s	election here]	
		0	R		
For Actions/S	Services included as contributing	ng to meeting the Increa	ised or Improved Serv	ices Requirement:	
Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)		Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))		Location(s): (Select from All Schools, Specific Specific Grade Spans)	3chools, and/or

Actions/Serv	rices					
		Select from	•	dified, or Unchanged		et from New, Modified, or Unchanged 119-20
Modified Ac	tion	Unchan	ged Action		Un	changed Action
2017-18 Actio	ons/Services	2018-19 Actions/Services			2019-20 Actions/Services	
	upport reaching out / calling three or more unexcused	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	with three or	reaching out / calling more unexcused	fami	inselor supports reaching out / calling ilies with three or more unexcused ences
Budgeted Ex	penditures					
Year	2017-18		2018-19			2019-20
Amount	\$0		\$0			\$0 (5)
Budget Reference	No additional cost beyond counseling contract		No additional cost beyond counselor salary		elor	r No additional cost beyond counselor salary
Action 10						
For Actions/	Services not included as contr	buting to m	neeting the I	ncreased or Improved	Servic	es Requirement:
Students to	<b>be Served:</b> I, Students with Disabilities, or Speci	fic Student G	roups)	Location(s): (Select from All Schools	, Specif	fic Schools, and/or Specific Grade Spans)
(Select from A	nts to be Served selection her	e]		[Add Location(s) s	electic	n here]
			(	DR .		
[Add Stude	Services included as contributi	ng to meeti		minera. Distribution in Landier in Caramita a la substitut de	ices F	Requirement:

STREET, LIE CONTRACTOR

Actions/Serv	ices					
Select from New, Modified, or Unchanged for 2017-18		Select fro	om New, Modified, or Unchanged 19		ct from New, Modified, or Unchange 019-20	
Unchanged	Action	Modifie	d Action	Un	ichanged Action	
2017-18 Actic	ns/Services	2018-19	Actions/Services	2019	9-20 Actions/Services	
Maintain cou	nseling services	Hire our	Hire our own counselor		Maintain counseling services	
3udgeted Ex	penditures					
Year	2017-18		2018-19		2019-20	
Amount	\$63,000		\$57,661		\$60,720	
Source	Supplemental		Supplemental		Supplemental	
Budget Reference	5800: Professional/Consultir Services And Operating Expenditures Contract with Remi Vista	lg	1000-1999: Certificated Personn Salaries Counselor Salary	el	1000-1999: Certificated Personnel Salaries Counselor Salary	
Amount			\$19,944		\$13,291.44	
Source			Supplemental		Supplemental	
Budget Reference			3000-3999: Employee Benefits		3000-3999: Employee Benefits	
Action 11 For Actions/	Services not included as contri	buting to r	neeting the Increased or Improved	Servi	ces Requirement:	
Students to	be Served:		Location(s):			
(Select from Al	l, Students with Disabilities, or Speci	fic Student C		s, Spec	ific Schools, and/or Specific Grade Spans)	

(Select from English Learners, Foster Youth, (Select from		e of Services: from LEA-wide, Schoolwide, or Limited to icated Student Group(s))		Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)	
Actions/Serv	vices				
Select from New, Modified, or Unchanged Select from for 2017-18 Select from Se				elect from New, Modified, or Unchanged or 2019-20	
Unchanged	Action	Unchar	iged Action	Un	changed Action
2017-18 Actio	ons/Services	2018-19	Actions/Services	2019	-20 Actions/Services
		hnology coordinators (one at each vide IT support to staff.	1 1 1 1	technology coordinators (one at each provide IT support to staff.	
Budgeted Ex	cpenditures				
Year	2017-18		2018-19		2019-20
Amount	\$13,018		\$13,516		\$15,917
Source	Supplemental		Base		Base
Budget Reference	1000-1999: Certificated Pers Salaries Salaries	sonnel	1000-1999: Certificated Personne Salaries Salaries	el	1000-1999: Certificated Personnel Salaries Salaries
Amount	\$2,591		\$2,940		\$3,484.18
Source	Supplemental		Base		Base
Budget Reference	3000-3999: Employee Bene Benefits	fits	3000-3999: Employee Benefits Benefits		3000-3999: Employee Benefits Benefits
Action 12				,	
[Add Stude	ents to be Served selection here	<b>∍]</b>	[Add Location(s) s	electio	on hëre]
		an a canada de Maria de Caracida de Caraci	OR		
English Lear Foster Youth	- Talliana (1967) (1968) in the contract of th	Schooly	vide		pecific Schools: Mount Shasta ementary School

Actions/Service	ces				
		New Ac	tion	Ur	changed Action
		copies o publicati to engag	cipal provides hard and digital f the Home & School Connection on to increase parents' capacities ge productively with their children Spanish versions are provided	cop pub to e at h	e principal provides hard and digital lies of the Home & School Connection blication to increase parents' capacities engage productively with their children- nome. Spanish versions are provided well.
Budgeted Exp	enditures				
Amount			\$354		770.00
Source			Supplemental		Supplemental
Budget Reference			4000-4999: Books And Supplies Cost of subscripton		4000-4999: Books And Supplies
Action 13					
			OR		
Actions/Service	ces				
		New Ac	tion	Ur	nchanged Action
			s use social media, websites, links s, Blooms, and Remind to connect ents.	to g	achers use social media, websites, links grades, Blooms, and Remind to connect n parents.
Budgeted Exp	enditures				
Amount			\$0		\$0.
Action 14					The state of the s
			OR		

Actions/Services

		New Action	Unchanged Action
		Grandparent, parent, and community volunteers work with school staff to increase student achievement.	Grandparent, parent, and community volunteers work with school staff to increase student achievement.
Budgeted Ex	rpenditures		
Amount		\$0	\$0
Action 15			
Specific St	udent Groups: Chronically abse	ent students All Schools	
		OR	
[Add Studen	ts to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]
Actions/Serv	rices		
			Health clerks mail attendance notices periodically to all students who are chronically absent.
Budgeted Ex	penditures		
Amount			\$0
Action 16			
Specific St	udent Groups: Chronically abse	ent students All Schools	
		OR	
[Add Studen	ts to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]
Actions/Serv	rices		the many communication of the contribution of
			Health clerks meet periodically with administrators to discuss attendance

				ssues affecting families with students at both schools.
Budgeted E Amount	Expenditures			\$0
Action 17				
Specific S	Student Groups: Chronically abse	nt students		
		OR		
[Add Stude	ents to be Served selection here]	[Add Scope of Services sele	ection here]	[Add Location(s) selection here]
Actions/Se	rvices			
				Administrators and counselors work with community groups to help families get their students to the bus and to school on time.
Budgeted E	Expenditures			
Amount				\$0

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2019-20	
Estimated Supplemental and Concentration Grant Funds \$411,691.00	Percentage to Increase or Improve Services  9.3%

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

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

The unduplicated pupil count for Mount Shasta Union School District is 46.77%. The District does not receive Concentration Grant funds; the Supplemental Grant funds are primarily used district-wide. In stakeholder meetings, parents and staff members work to identify current conditions that may be barriers to school success for those subgroups of students.

For the 19-20 school year and beyond, we are staffing our counselor department at a minimum of 100% FTE. This is 20% greater than the 80% staffing we saw in the 18-19 school year.

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. For 19-20, we are adding more teacher assistant time for that very reason.

Actions 1.8-1.10, 1.15, 1.17, 2.3-2.9, 2.11, 3.2, and 3.8-3.10 are funded on a district or school-wide basis, and are principally directed toward meeting the needs of Low Income, English Learner, and Foster Youth students by providing counseling, at-home supply kits, Teachers' Assistants, nursing services, an opportunity program, staff development, parent-teacher time with translators, and additional access to a Resource Specialist Teacher/Program. Counseling is available all day, every day, to students who struggle to be successful in school; these counseling services are largely directed to Low Income students and parents. Counselors provide parent referrals to outside resources and make calls to families for three or more absences, and a student study team addresses truancy, behavior, and other concerns.

These services are beyond the improvements to all students such as increased access to reduced class sizes, increased access to technology, and 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 https://ies.ed.gov/ncee/wwc/PracticeGuide/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 Rtl 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

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LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
\$369,183	8.82%

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

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

The unduplicated pupil count for Mount Shasta Union School District is 45.7%. The District does not receive Concentration Grant funds; the Supplemental Grant funds are primarily used district-wide. In stakeholder meetings, parents and staff members work to identify current conditions that may be barriers to school success for those subgroups of students.

For the 18-19 school year and beyond, we are spending significantly more money on counseling services because we are hiring our own counselor instead of continuing the contract with Remi Vista. This ensures we retain a fully credentialed school counselor and we're not at the mercy of the Remi Vista contract regarding whom they send to work with our students or how much they charge for services.

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. For 18-19, we are adding a 2-1 Teacher Assistant for that very reason.

Actions 1.8-1.10, 1.15, 1.17, 2.3-2.9, 2.11, 3.2, and 3.8-3.10 are funded on a district or school-wide basis, and are principally directed toward meeting the needs of Low Income, English Learner, and Foster Youth students by providing counseling, at-home supply kits, Teachers' Assistants, nursing services, an opportunity program, staff development, parent-teacher time with translators, and additional access to a Resource Specialist Teacher/Program. 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 students and parents. Counselors provide parent referrals to outside resources and make calls to families for three or more absences, and a student study team addresses truancy, behavior, and other concerns.

These services are beyond the improvements to all students such as increased access to reduced class sizes, increased access to technology, and standards-aligned materials.

Research to support our actions are as follows:

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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 Rtl 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

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LCAP Year: 2017-18	
Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
\$172,487	4%

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

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

The unduplicated pupil count for Mount Shasta Union School District is 39.5%. 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.

Another need that was brought up by all groups was high quality standards-based 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.

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 1.8-1.10, 2.3-2.6, 3.2, and 3.8-3.10 are funded on a district or schoolwide basis, and are principally directed toward meeting the needs of Low Income, English Learner and Foster Youth students by providing counseling, at-home supply kits, Teachers' Assistants, nursing services, and additional access to a Resource Specialist Teacher/Program. 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 students and parents. 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.

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Resource Specialist Teacher/Teacher Assistance to Assist Students Struggling with Reading: Response to Intervention (Rtl) 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 Rtl 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.

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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

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