

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)

California School Dashboard: 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.

Schools Identified

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.

n/a

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.

n/a

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

Actual

Metric/Indicator	
FIT	
Technology Inventory	
Williams Report	<p>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.</p>
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	

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 Absenteeism 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

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 teachers at Back to School Night, parent conferences, and as needed.		none \$0	None \$0

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
100% of teachers will be fully credentialed and appropriately assigned.		none \$0	None \$0

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.		\$0	None \$0

Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted 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

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 Expenditures	Estimated Actual Expenditures
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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

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

Actions/Services	Actions/Services	Expenditures	Expenditures
<p>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-informed perspective.</p>		<p>Compensate TA to attend the training 2000-2999: Classified Personnel Salaries Supplemental \$1,000</p>	<p>Salaries Supplemental \$2,000</p>
		<p>TA benefits for time spent attending training 3000-3999: Employee Benefits Supplemental \$297</p>	<p>Benefits 3000-3999: Employee Benefits Supplemental \$297</p>
		<p>Cost of the training for all staff 5000-5999: Services And Other Operating Expenditures Supplemental \$1,225</p>	<p>Cost of the training for all staff 5000-5999: Services And Other Operating Expenditures Supplemental \$1,225</p>

Analysis

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

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

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

Metric/Indicator

Academic Schedule

Kindergarten Orientation Agenda and sign-in sheets

California School Dashboard / CAASPP Results

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

All students have access to a broad course of study.

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.

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.

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 Benefits 3000-3999: Employee Benefits Base \$21,417	Salary 1000-1999: Certificated Personnel Salaries Base \$66,685 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

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

		Supplies 4000-4999: Books And Supplies Title I \$3,000	Supplies 4000-4999: Books And Supplies Title I \$3,000
		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
		Indirect Cost 7000-7439: Other Outgo Title I \$20,043	Indirect 7000-7439: Other Outgo Title I \$20,043

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Staff Development		Sub Costs 1000-1999: Certificated Personnel Salaries Title II \$4,800	Salary 1000-1999: Certificated Personnel Salaries Title II \$4,800
		Employee Benefits 3000-3999: Employee Benefits Title II \$1,044	Benefits 3000-3999: Employee Benefits Title II \$1,044
		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
		Indirect Cost 7000-7439: Other Outgo Title II \$1,913	Indirect 7000-7439: Other Outgo Title II \$1,913

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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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 unduplicated pupils.		TA paid time 2000-2999: Classified Personnel Salaries Supplemental \$840	Salaries 2000-2999: Classified Personnel Salaries Supplemental \$117
		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, provide ideas of how parents can help at home, and answer any questions parents may have. Paid translation services are also provided.		Teacher paid time 1000-1999: Certificated Personnel Salaries Supplemental \$1,680	Teacher paid time \$0
		Translator paid time 2000-2999: Classified Personnel Salaries Supplemental \$785	Translator 2000-2999: Classified Personnel Salaries Supplemental \$350
		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

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

Actual

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

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.

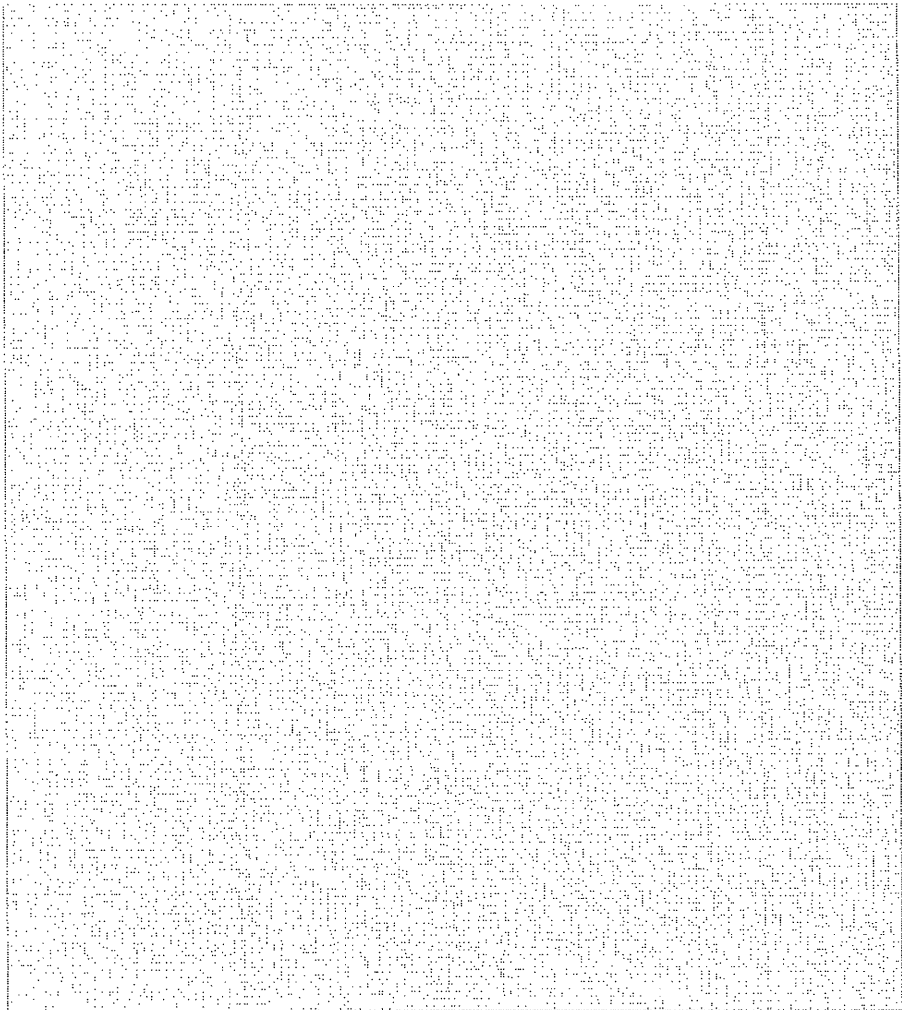
Baseline
 We began more closely collaborating with agencies to provide opportunities for strengthening families.

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 Resource Center, Great Northern, the Farmers' Market, the Land Trust, Kiwanis, Rotary, CAFE, Boys and Girls Club, and the South County MDT.

\$0

None \$0

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

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

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.		\$0	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 subscription 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.

\$0

None \$0

Action 14

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Grandparent, parent, and community volunteers work with

\$0

None \$0

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 be 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 significant findings)	All schools will have no significant facilities inspection findings.	All schools will have no significant facilities inspection findings.	All schools will have no significant facilities inspection findings.

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

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
SARC/Williams Report	<p>Chronic Absenteeism rate 13.4%</p> <p>Middle school drop out rate 0%</p> <p>100% of teachers are appropriately credentialed and assigned</p>	<p>Middle school drop out rate will be 0%</p> <p>100% of teachers will be appropriately credentialed and assigned</p>	<p>Middle school drop out rate will be 0%</p> <p>100% of teachers will be appropriately credentialed and assigned</p>	<p>Middle school drop out rate will be 0%</p> <p>100% of teachers will be appropriately credentialed and assigned</p>

Planned Actions / Services

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

Action 1

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups) <input type="text" value="[Add Students to be Served selection here]"/>	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans) <input type="text" value="[Add Location(s) selection here]"/>
---	--

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) <input type="text" value="English Learners"/> <input type="text" value="Foster Youth"/> <input type="text" value="Low Income"/>	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s)) <input type="text" value="LEA-wide"/>	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans) <input type="text" value="All Schools"/>
---	---	---

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

2017-18 Actions/Services

2018-19 Actions/Services

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	2018-19	2019-20
Amount	\$30,000	\$37,000	\$37,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	4000-4999: Books And Supplies Purchase student devices, accessories and supplies.	4000-4999: Books And Supplies Purchase student devices, accessories, and supplies	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)

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, Modified, or Unchanged for 2018-19

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

Unchanged Action

Modified Action

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Facilities will be maintained according to the deferred maintenance Plan.

Facilities will be maintained according to the deferred maintenance Plan.

Facilities will be maintained according to the deferred maintenance Plan.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$25,000	\$25,000	\$25,000
Source	Supplemental	Base	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Contracts for maintenance	5000-5999: Services And Other Operating Expenditures Contracts for maintenance	5000-5999: Services And Other Operating Expenditures Contracts for maintenance

Action 3

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)

All

Location(s):

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

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

Unchanged Action

Unchanged Action

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

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.

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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Budget Reference	none	none	none

Action 4

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)

All

Location(s):

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

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

100% of teachers will be fully credentialed and appropriately assigned.

2018-19 Actions/Services

100% of teachers will be fully credentialed and appropriately assigned.

2019-20 Actions/Services

100% of teachers will be fully credentialed and appropriately assigned.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Budget Reference	none	none	none

Action 5

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)

All

Location(s):

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

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

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.

2018-19 Actions/Services

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.

2019-20 Actions/Services

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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Budget Reference	none	none	none

Action 6

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)

All

Location(s):

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

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Foods and beverages sold or served at school will meet the nutrition recommendations of the U.S. Dietary Guidelines for Americans.

2018-19 Actions/Services

Foods and beverages sold or served at school will meet the nutrition recommendations of the U.S. Dietary Guidelines for Americans.

2019-20 Actions/Services

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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Budget Reference	none	none	none

Action 7

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)

All

Location(s):

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

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

All students will receive research-based health/nutrition education to foster lifelong habits of healthy eating.

2018-19 Actions/Services

All students will receive research-based health/nutrition education to foster lifelong habits of healthy eating.

2019-20 Actions/Services

All students will receive research-based health/nutrition education to foster lifelong habits of healthy eating.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Budget Reference	none	none	none

Action 8

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)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

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)

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Modified Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Maintain 2.0 FTE Resource Specialist to continue additional intervention services to identified students.

2018-19 Actions/Services

Maintain 2.0 FTE Resource Specialists to continue additional intervention services to identified students.

2019-20 Actions/Services

Maintain 2.0 FTE Resource Specialists to continue additional intervention services to identified students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$118,577	\$126,478	\$139,090
Source	Other	Other	Other
Budget Reference	1000-1999: Certificated Personnel Salaries Salary	1000-1999: Certificated Personnel Salaries Salary	1000-1999: Certificated Personnel Salaries Salary

Amount	\$37,402	\$42,315	\$45,246.38
Source	Supplemental	Other	Other
Budget Reference	3000-3999: Employee Benefits Benefits	3000-3999: Employee Benefits Benefits	3000-3999: Employee Benefits Benefits

Action 9

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)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

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)

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

2017-18 Actions/Services

Maintain nursing days to support dental hygiene, other hygiene, nutrition, and other health related activities.

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

Unchanged Action

2018-19 Actions/Services

Maintain nursing days to support dental hygiene, other hygiene, nutrition, and other health-related activities.

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

Unchanged Action

2019-20 Actions/Services

Maintain nursing days to support dental hygiene, other hygiene, nutrition, and other health-related activities.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$8,896	\$9,074	\$9,436.35
Source	Supplemental	Supplemental	Supplemental
Budget Reference	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

Action 10

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)
[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:

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)
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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0

Action 11

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:

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 Modified Action Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Maintained and replace hand-held radios as needed	Maintain and replace hand-held radios as needed	Maintain and replace hand-held radios as needed

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$500	\$750	\$750
Source	Supplemental	Base	Base
Budget Reference	4000-4999: Books And Supplies Purchase additional radios as needed.	4000-4999: Books And Supplies Purchase additional radios as needed.	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 to meeting the Increased or Improved Services 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

Teacher/classroom devices maintained/replaced according to replacement plan developed by Tech Committee

2018-19 Actions/Services

Teacher/classroom devices maintained/replaced according to replacement plan developed by Tech Committee

2019-20 Actions/Services

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 Reference	4000-4999: Books And Supplies Purchase new teacher and classroom devices	4000-4999: Books And Supplies Purchase new teacher and classroom devices	4000-4999: Books And Supplies Purchase new teacher and 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:

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

Modified Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Support a district-wide approach to penmanship.

Support a district-wide approach to penmanship.

Support a district-wide approach to penmanship.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	\$5,200	\$5,200
Source		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 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:

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

Modified Action	Unchanged Action	Unchanged Action
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2017-18 Actions/Services

At least 25% of teachers will receive standards-based professional development

2018-19 Actions/Services

At least 25% of teachers will receive standards-based professional development

2019-20 Actions/Services

At least 25% of teachers will receive standards-based professional development

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source	Title II	Title II	Title II
Budget Reference	5000-5999: Services And Other Operating Expenditures Nothing additional budgeted beyond the \$12,000 identified for Title II in Goal 2.	5000-5999: Services And Other Operating Expenditures Nothing additional budgeted beyond the \$18,360 identified for Title II in Goal 2.	5000-5999: Services And Other Operating Expenditures Nothing additional budgeted beyond the \$18,360 identified for Title II in Goal 2.

Action 15

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)

[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:

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

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
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Created an opportunity/intervention classroom to serve identified at-risk students in 1st-8th grades	Maintain an opportunity/intervention classroom to serve identified at-risk students in 1st-8th grades	Maintain an opportunity/intervention classroom to serve identified at-risk students in 1st-8th grades
--	---	---

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$57,688	\$73,358	\$78,583.00
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Salary	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 Benefits Benefits	3000-3999: Employee Benefits Benefits	3000-3999: Employee Benefits Benefits

Action 16

OR

Actions/Services

	New Action	Unchanged Action
	Staff will continue to be trained on the ALICE intruder safety protocols, and door buzzer systems will be maintained and expanded as appropriate.	Staff will continue to be trained on the ALICE intruder safety protocols, and door buzzer systems will be maintained and expanded as appropriate.

Budgeted Expenditures

Amount		\$1,000	\$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 Students to be Served selection here] [Add Location(s) selection here]

OR

Foster Youth Low Income	LEA-wide	
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Actions/Services

	New Action	Modified Action
	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-informed perspective.	Staff members continue the discussion of how to best apply trauma-informed practices to their interactions with students.

Budgeted Expenditures

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 Students to be Served selection here] [Add Scope of Services selection here] [Add Location(s) selection here]

Actions/Services

We will launch our own food services program and provide salad bars at each school site.

Budgeted Expenditures

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 access to a broad course of study	All students will have access to a broad course of study.	All students will have access to a broad course of study.	All students will have access to a broad course of study.
Kindergarten Orientation Agenda and sign-in sheets	All incoming kindergarten parents will	All incoming kindergarten parents will	All incoming kindergarten parents will	All incoming kindergarten parents will

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

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

Action 1

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)

All

Location(s):

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

Specific Schools: Mount Shasta Elementary School

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Maintain reduced class sizes at 24 and under for K-3

2018-19 Actions/Services

Maintain reduced class sizes at 24 and under for K-3

2019-20 Actions/Services

Maintain reduced class sizes at 24 and under for K-3

Budgeted Expenditures

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 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)	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, 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

Continue additional Teacher Assistant support	Continue additional Teacher Assistant support	Continue additional Teacher Assistant support
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$18,232	\$18,778	\$20,378.72
Source	Base	Base	Base
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	\$4,960	\$5,584	\$6,546.21
Source	Supplemental	Base	Base
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

Action 3

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)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

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)

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

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

Unchanged Action

Unchanged Action

2017-18 Actions/Services

A parent conference will be provided for at risk students on a minimum day early in the school year.

2018-19 Actions/Services

A parent conference will be provided for at-risk students on a minimum day early in the school year.

2019-20 Actions/Services

A parent conference will be provided for at-risk students on a minimum day early in the school year.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Budget Reference	none	none	none

Action 4

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)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

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)

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Student Study Teams address truancy, behavior, academic and other problems.

Student Study Teams address truancy, behavior, academic and other problems.

Student Study Teams address truancy, behavior, academic and other problems.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Budget Reference	none	none	none

Action 5

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)

[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:

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/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

Unchanged Action

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Provide intervention for identified students through Title 1 program

Provide intervention for identified students through Title 1 program

Provide intervention for identified students through Title 1 program

Budgeted Expenditures

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 I
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 I	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: Other Outgo Indirect Cost	7000-7439: Other Outgo Indirect Cost

Action 6

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)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

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)

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

Through Title II Funding, provide intervention for identified students and provide staff development

2018-19 Actions/Services

Staff Development

2019-20 Actions/Services

Staff Development

Budgeted Expenditures

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 II	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:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

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)

English Learners
Foster Youth
Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

Specific Schools: Sisson

Actions/Services

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

New Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

Research and purchase a Tier II computer-based math intervention program

2018-19 Actions/Services

Continue to implement a Tier II computer-based math intervention program

2019-20 Actions/Services

Continue to implement a Tier II computer-based math intervention program

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	\$1,000	\$1,000
Source		Supplemental	Supplemental
Budget Reference		5000-5999: Services And Other Operating Expenditures Purchase software licenses	5000-5999: Services And Other Operating Expenditures Renew software licenses

Action 8

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

English Learners
Foster Youth
Low Income

Limited to Unduplicated Student Group(s)

All Schools

Actions/Services

	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 Expenditures

Amount	\$840	\$840
Source	Supplemental	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries TA paid time	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 Students to be Served selection here] [Add Location(s) selection here]

OR

English Learners LEA-wide All Schools

Actions/Services

	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

can help at home, and answer any questions parents may have. Paid translation services are also provided.

can help at home, and answer any questions parents may have. Paid translation services are also provided.

Budgeted Expenditures

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: Sisson

OR

[Add Students to be Served selection here] [Add Scope of Services selection here] [Add Location(s) selection here]

Actions/Services

New Action Unchanged Action

Beginning in 4th grade, teachers at Sisson use materials available at Beginning in 4th grade, teachers at Sisson use materials available at

	commonsensemedia.org to educate students about good digital citizenship.	commonsensemedia.org to educate students about good digital citizenship.
--	--	--

Budgeted Expenditures

Amount	\$0	\$0
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Action 11

[Add Students to be Served selection here]	Specific Schools: Mount Shasta Elementary School [Add Location(s) selection here]
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OR

Low Income [Add Students to be Served selection here]	Limited to Unduplicated Student Group(s) [Add Scope of Services selection here]	Specific Schools: Mount Shasta Elementary School [Add Location(s) selection here]
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Actions/Services

	New Action	Unchanged Action
	A 2-1 TA works with students to help them be as successful as possible while assisting the teacher with managing their behavior to minimize distractions in the class.	A 2-1 TA works with students to help them be as successful as possible while assisting the teacher with managing their behavior to minimize distractions in the class.

Budgeted Expenditures

Amount	\$17,712	\$19,612
Source	Supplemental	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries Cost of salary	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 with Disabilities All Schools

OR

[Add Students to be Served selection here] [Add Scope of Services selection here] [Add Location(s) selection here]

Actions/Services

100% of our students with disabilities will participate in state testing.

Budgeted Expenditures

Amount \$0

Action 13

Students with Disabilities All Schools

OR

[Add Students to be Served selection here] [Add Scope of Services selection here] [Add Location(s) selection here]

Actions/Services

Increase TA time for classrooms that contain students with exceptional needs.

Budgeted Expenditures

Amount			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: Mount Shasta Elementary School
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OR

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]
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Actions/Services

		Purchase Fountas and Pinnell leveled readers to improve the level of reading instruction for all learners, but especially for struggling learners and learners with special needs.
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Budgeted Expenditures

Amount			27,142.20
Source			Base
Budget Reference			4000-4999: Books And Supplies Cost of materials

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-Ins; agreements with Great Northern, the farmers' market, the Resource Center, and the Land Trust	We began more closely collaborating with agencies to provide opportunities for strengthening families	Collaborate with agencies to provide opportunities for strengthening families	Collaborate with agencies to provide opportunities for strengthening families.	Collaborate with agencies to provide opportunities for strengthening families.

Metrics/Indicators	Baseline	2017-18	2018-19	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 absenteeism 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.

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:

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

All

Location(s):

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

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

New Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

Continue to strengthen community partnerships with First 5, the Resource Center, Great Northern, the Farmers' Market, the Land Trust, Kiwanis, and Rotary

2018-19 Actions/Services

Continue to strengthen community partnerships with First 5, the Resource Center, Great Northern, the Farmers' Market, the Land Trust, Kiwanis, Rotary, CAFE, Boys and Girls Club, and the South County MDT.

2019-20 Actions/Services

Continue to strengthen community partnerships with First 5, the Resource Center, Great Northern, the Farmers' Market, the Land Trust, Kiwanis, Rotary, CAFE, Boys and Girls Club, and the South County MDT.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0

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)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

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)

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
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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	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	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 Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$500	\$500	\$500
Source	Supplemental	Supplemental	Supplemental
Budget Reference	4000-4999: Books And Supplies Supplies	4000-4999: Books And Supplies Supplies	4000-4999: Books And Supplies Supplies

Action 3

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)

All

Location(s):

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

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

Unchanged Action

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Continue the new family welcome plan

Continue the new family welcome plan

Continue the new family welcome plan

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Budget Reference	No additional cost beyond counseling contract	No additional cost beyond counselor salary	No additional cost beyond counselor salary

Action 4

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)

All

Location(s):

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

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

Unchanged Action

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

"Safe Respectful Responsible" activities will be provided throughout the year.

"Safe Respectful Responsible" activities will be provided throughout the year.

"Safe Respectful Responsible" activities will be provided throughout the year.

Budgeted Expenditures

Year 2017-18

2018-19

2019-20

Amount

\$0

\$0

\$0

Action 5

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)

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, Modified, or Unchanged for 2018-19

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

Modified Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Continue to distribute parent-friendly academic standards information.

Continue to distribute parent-friendly academic standards information.

Continue to distribute parent-friendly academic standards information.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0

Action 6

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	Specific Schools: Sisson

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)	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, 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
Grades will be posted online for every 4th-8th grade classroom.	Grades will be posted online for every 4th-8th grade classroom.	Grades will be posted online for every 4th-8th grade classroom.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0

Action 7

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

Specific Schools: Sisson

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

Unchanged Action

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Positive Behavior Intervention Strategies will be implemented at Sisson School.

Positive Behavior Intervention Strategies will be implemented at Sisson School.

Positive Behavior Intervention Strategies will be implemented at Sisson School.

Budgeted Expenditures

Year 2017-18
Amount \$0

2018-19
\$0

2019-20
\$0

Action 8

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)
[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Location(s) selection here]

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)

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
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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	Unchanged Action	Unchanged Action

2017-18 Actions/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 Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Budget Reference	No additional cost beyond counseling contract	No additional cost beyond counseling contract	No additional cost beyond counseling contract

Action 9

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)
[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:

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/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

Unchanged Action

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Counselors support reaching out / calling families with three or more unexcused absences

Counselor supports reaching out / calling families with three or more unexcused absences

Counselor supports reaching out / calling families with three or more unexcused absences

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Budget Reference	No additional cost beyond counseling contract	No additional cost beyond counselor salary	No additional cost beyond counselor salary

Action 10

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)

[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:

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	
--	----------	--

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	Modified Action	Unchanged Action
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Maintain counseling services	Hire our own counselor	Maintain counseling services
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$63,000	\$57,661	\$60,720
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Contract with Remi Vista	1000-1999: Certificated Personnel Salaries Counselor Salary	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 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:

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

Unchanged Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services

Two technology coordinators (one at each site) provide IT support to staff.

2018-19 Actions/Services

Two technology coordinators (one at each site) provide IT support to staff.

2019-20 Actions/Services

Two technology coordinators (one at each site) provide IT support to staff.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$13,018	\$13,516	\$15,917
Source	Supplemental	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Salaries	1000-1999: Certificated Personnel Salaries Salaries	1000-1999: Certificated Personnel Salaries Salaries
Amount	\$2,591	\$2,940	\$3,484.18
Source	Supplemental	Base	Base
Budget Reference	3000-3999: Employee Benefits Benefits	3000-3999: Employee Benefits Benefits	3000-3999: Employee Benefits Benefits

Action 12

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

English Learners
Foster Youth
Low Income

Schoolwide

Specific Schools: Mount Shasta
Elementary School

Actions/Services

	New Action	Unchanged Action
	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.	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.

Budgeted Expenditures

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/Services

	New Action	Unchanged Action
	Teachers use social media, websites, links to grades, Blooms, and Remind to connect with parents.	Teachers use social media, websites, links to grades, Blooms, and Remind to connect with parents.

Budgeted Expenditures

Amount	\$0	\$0
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Action 14

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 Expenditures

Amount \$0 \$0

Action 15

Specific Student Groups: Chronically absent students | All Schools

OR

[Add Students to be Served selection here] | [Add Scope of Services selection here] | [Add Location(s) selection here]

Actions/Services

Health clerks mail attendance notices periodically to all students who are chronically absent.

Budgeted Expenditures

Amount \$0

Action 16

Specific Student Groups: Chronically absent students | All Schools

OR

[Add Students to be Served selection here] | [Add Scope of Services selection here] | [Add Location(s) selection here]

Actions/Services

Health clerks meet periodically with administrators to discuss attendance

		issues affecting families with students at both schools.
--	--	--

Budgeted Expenditures

Amount			\$0
--------	--	--	-----

Action 17

Specific Student Groups: Chronically absent students		
--	--	--

OR

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]
--	--	----------------------------------

Actions/Services

		Administrators and counselors work with community groups to help families get their students to the bus and to school on time.
--	--	--

Budgeted Expenditures

Amount			\$0
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Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2019-20

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$411,691.00

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 (Rtl) 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>

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:

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 (Rtl) 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.

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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.

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.

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Resource Specialist Teacher/Teacher Assistance to Assist Students Struggling with Reading: Response to Intervention (Rti) and Multi-Tier Intervention in the Primary Grades

<http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=3>

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

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Counseling Services

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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>.