

Local Control and Accountability Plan and Annual Update Template

Introduction:

LEA: Mountain Union Elementary School Dist. Contact: Kenneth C. Hood, Superintendent/Principal, kenhood@shastalink.k12.ca.us, 530-337-6214

LCAP Year: 2014-2015

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
<p>To start the LCAP process our district sent out letters to our student’s homes (two separate times) outlining the implementation of Common Core Standards and the LCAP process. We will send similar letters out in all future LCAP years. These letters sought input on the goals the district should concentrate on as we plan the next year and two years hence. We invited all stakeholders to meet with the Superintendent/Principal (meeting dates were 2-17-2014 and 3-19-2014) and will do so for all LCAP years. In each monthly board meeting (every third Friday of the month) our Superintendent/Principal introduced, provided information on, and reviewed the progress of the LCAP. Our Superintendent/Principal brought to our School Site Council information and progress reports on our LCAP. The Superintendent/Principal met with the two unions that the district works with and educated them on the LCAP. The Superintendent/Principal met with the local Lions Club and VFW to inform them and discuss the LCAP. The Superintendent/Principal formed a Parent Advisory Committee and held meetings introducing the LCAP. 80% of the parents represented households of poverty. At each meeting the stakeholder’s engagement was sought in the form of verbal questions and written surveys regarding the eight State Priorities. In all cases the metrics on the district’s School Accountability Report Card (SARC) were available. These metrics included data on academic achievement district-wide and disaggregated into sub-groups. Further metrics were shown that reported on the school facility and its condition, enrollment data concerning ethnicity, class size distribution, discipline data, textbooks and instructional materials, teacher qualifications and district financial data.</p>	<p style="text-align: center;"><i>The input received from the stakeholders showed the following results:</i></p> <ol style="list-style-type: none"> 1. Provide students fully credentialed teachers with instructional materials that align with state standards. 2. Insure that students are being prepared for college and careers. 3. Increase parent involvement and participation. 4. Improve student achievement. 5. Improve student engagement. 6. Provide other student outcomes such as Physical Education and The Arts. 7. Improve the facility for safety, economy, looks and size.

Section 2: Goals and Progress Indicators

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

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school’s budget that is submitted to the school’s authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements

for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Guiding Questions:

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

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>Priority 2. Teachers rate themselves as less than 50% in knowledge of CCSS. Instructional Materials need to be aligned with CCSS. Implementation of ELD Standards: currently no EL students, therefore no action steps.</p> <p>Priority 3. The number of parents attending conferences related to</p>	<p>Goal 1. By Spring 2017 student outcomes will improve in Math and ELA. School climate will improve as suspensions will decrease from an average of the previous 3 yrs.</p>	All	All	<ul style="list-style-type: none"> ♦ Students will have a curriculum that is based on the Common Core State Standards (CCSS) and taught by Highly Qualified Teachers (HQT) ♦ Students will be part of choosing new Math Program that aligns with CCSS. ♦ Students will see periodic testing, outside of the classroom, school-wide, in Math (AimswEB) and ELA (Treasures CBM). ♦ Students will see their achievement being based on K-8 data generated on a scheduled basis and used to monitor the academic achievement school-wide, by classroom, and by intervention sub-group. 	<ul style="list-style-type: none"> ♦ Students will have a curriculum that is based on the Common Core State Standards (CCSS) and taught by Highly Qualified Teachers (HQT) ♦ Students will be using a new Math Program that aligns with CCSS. ♦ Students will see more targeted help in Math and ELA from Response To Intervention (RTI) Program. ♦ Students, teachers and parents will understand the data assessment system and use data to set personal goals for academic improvement. ♦ Students and Stakeholders will see an increase of 5% or more, from the previous year, in 	<ul style="list-style-type: none"> ♦ Students will have a curriculum that is based on the Common Core State Standards (CCSS) and taught by Highly Qualified Teachers (HQT) ♦ Students will be part of choosing new ELA Program that aligns with CCSS. ♦ Students and Stakeholders will see API score, Curriculum based measurement, and district assessment scores improve from the previous year. ♦ Students will better understand the curriculum as data collected will be used to plan academic program for the school-year. ♦ Students will experience 	<p>2. Implementation of Content & Performance Standards</p> <p>3. Parental involvement</p> <p>4. Student Achievement</p> <p>6. School Climate</p>	

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<p>student achievement is less than 50% of available parents.</p> <p>Priority 4. Curriculum based measurement and district assessments identified need to improve student outcomes in Math and ELA. 2012-13 State API 741, State API rank is 2. EL progress toward English Proficiency and EL Reclassificatio</p>				<ul style="list-style-type: none"> ♦Student needs will be addressed with academic interventions through the use of the data generated. ♦Students will improve achievement by setting goals that are driven by the data generated. ♦Student achievement will be improved through the use of targeted intervention and after school tutoring. ♦Students will see the scores of the lowest 50% in Math, and ELA improve by 5% above the previous year. ♦Students will continue to experience small class sizes. <p>(Priority 2. CCSS Implementation . 2014-15 Metric; Teachers will</p>	<p>academic achievement in the lowest 50% of students based on Aimsweb for Math and Treasures CBM for ELA.</p> <ul style="list-style-type: none"> ♦ Students will improve student outcomes by sharing aggregated data with stakeholders. ♦Students will continue to experience small class sizes. <p>(Priority 2. CCSS Implementation. 2015-16 Metric; Teacher knowledge and use of Content and Performance Standards as measured by classroom and lesson plan observation, also by teacher interview, teachers will as a group rate themselves as moderately</p>	<p>improved teaching techniques because data gathered will be used to plan and target Professional Development for teachers, staffing assignments, teacher and aide placement.</p> <ul style="list-style-type: none"> ♦Students and Stakeholders will see a 5% increase in Aimsweb Math and ELA scores, from the previous year, in the lowest 50% of students by June 2017 ♦Students will continue to experience small class sizes. <p>(Priority 2. CCSS Implementation. 2016-17 Metric; Teacher knowledge and use of Content and Performance</p>		

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<p>n rate: currently no EL students, therefore no action steps.</p> <p>Priority 6. Suspension rate averaged from the previous 3 yrs. Is 6.4 as per SARC. Expulsion rate = 0.</p> <p>(See SARC at http://mcs-shastacoe-ca.schoolloop.com/)</p> <p>Use of Title 1 survey that includes climate related</p>				<p>rate themselves as 50% or more in knowledge of, and use of CCSS as measured by interviews with classroom teachers and lesson plan observation.)</p> <p>(Priority 3. Parental Involvement 2014-15 Metric; The number of parents attending conferences related to student achievement will increase by 10%)</p> <p>(Priority 4. Student Achievement 2014-15 Metric; Math annual score, averaged per grade level will improve by 5% above previous year. Treasures CBM assessment reading scores, averaged per grade level, will improve</p>	<p>knowledgeable of CCSS.) (Priority 3 Parental Involvement. 2015-16 Metric; The number of parents attending conferences related to student will increase by 10%)</p> <p>(Priority 4. Student Achievement 2015-16 Metric; Math Aimsweb annual score, averaged per classroom will improve by 2% above previous year. Treasures CBM assessment reading scores, averaged by grade level, will improve by 2% over the previous year.)</p> <p>(Priority 6. School Climate. 2015-16 Metric; Suspension rate will be reduced to below 4.5%.)</p>	<p>Standards as measured by classroom and lesson plan observation, also by teacher interview, teachers will as a group rate themselves as very knowledgeable of CCSS.)</p> <p>(Priority 3. Parental Involvement 2016-17 Metric; The number of parents attending conferences related to student will increase by 10%)</p> <p>(Priority 4. Student Achievement 2016-17 Metric; Math Aimsweb annual score, averaged by grade level will improve by 2% above previous year. Treasures CBM assessment reading scores, averaged per classroom, will improve</p>		

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questions. Baseline not yet established.					by 2% over the previous year.) (Priority 6. School Climate. 2014-15 Metric; Suspension rate will be reduced to below 5%). Review Title 1 survey and insure climate related questions are included.	Administer Title 1 survey.	by 2% over the previous year.) (Priority 6. School Climate. 2016-17 Metric; Suspension rate will be reduced to below 4%). Administer Title 1 survey.	
Priority 3. 50% of the parents contacted for serious absenteeism worked with the district to solve the problem.	Goal 2. By June 2017 unexcused absences will decrease by 10% school-wide K-8. Tardiness will decrease by 10% school-wide K-8.	All	All		<ul style="list-style-type: none"> By June 2015 students will see the school attendance rate increase from 95 to 96% as measured by PowerSchool SIS. The students missing 10% or more in daily attendance or are tardy 20% of the time per trimester) will get 	<ul style="list-style-type: none"> By June 2016 students will see the school attendance rate will increase from 96 to 97% as measured by PowerSchool SIS. Students will be contacted as logged attendance will be assessed by attendance clerk and 	<ul style="list-style-type: none"> By June 2017 students will see the school attendance rate increase from 97 to 97.5% as measured by PowerSchool SIS. Stakeholders will be informed of results and surveyed for input on how to improve attendance. 	3. Parental involvement 4. Student Achievement 5. Pupil Engagement

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<p>Priority 4. 50% of district students with lowest attendance score in the 1st quartile in Math and ELA (CBM)</p> <p>Priority 5. 2013-14 Attendance rate is 95% (PowerSchool SIS).</p> <p>Middle school dropout rates = 0.</p>				<p>intervention and attendance goals will be set to improve attendance.</p> <ul style="list-style-type: none"> ♦Students will have improved attendance as routine logging and assessment by attendance clerk and Superintendent/Principal will show those who need the most help getting to school. ♦Students will improve attendance as the District provides parent meetings, home visits and other attendance help. ♦Students will see less suspensions as more emphasis is placed on rewarding positive behavior. <p>(Priority 3. Parental Involvement</p>	<p>Superintendent/Principal and compared with previous year's data.</p> <ul style="list-style-type: none"> ♦Students will see improved attendance and less tardiness as interventions and help from the District make it easier for them to get to school. ♦By June of 2016 absences and tardiness rates will each decrease in the students missing 10% or more in daily attendance or are tardy 20% of the time (per trimester). ♦Student will see help in improving attendance as Stakeholders will be surveyed and input on how to improve attendance will be collected. Attendance rates will be published for 	<ul style="list-style-type: none"> ♦ Students will need less suspension as teacher trainings ensure better classroom climate. <p>(Priority 3. Parental Involvement 2016-17 Metric; In comparison to the previous year the number of parents working with the attendance support staff will grow by 2 parents)</p> <p>(Priority 4. Student Achievement. 2016-17 Metric; Based on the 20% of the district's students with the lowest attendance there will be a 10% improvement in Aimsweb Math and ELA scores.)</p> <p>(Priority 5. Pupil</p>		

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					<p>(2014-15 Metric; In comparison to the previous year the number of parents working with the attendance support staff will grow by 2 parents)</p> <p>(Priority 4. Student Achievement. 2014-15 Metric; Based on the 20% of the district's students with the lowest attendance there will be a 10% improvement in Aimsweb Math and ELA scores.</p> <p>(Priority 5. Pupil Engagement. 2014-15 Metric; The students with 10 or more absences in the previous year will decrease absenteeism by 20%.)</p>	<p>all Stakeholders.</p> <p>♦ Students will need less suspension as staff training with positive behavior system creates consistency in discipline.</p> <p>(Priority 3. Parental Involvement 2015-16 Metric; In comparison to the previous year the number of parents working with the attendance support staff will grow by 2 parents.)</p> <p>(Priority 4. Student Achievement. 2014-15 Metric; Based on the 20% of the district's students with the lowest attendance there will be a 10% improvement in Aimsweb Math and ELA scores.</p>	<p>Engagement 2016-17 Metric; The students with 10 or more absences in the previous year will decrease absenteeism by 20%.)</p>	

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						(Priority 5. Pupil Engagement 2015-16 Metric; The students with 10 or more absences in the previous year will decrease absenteeism by 20%.)		
<p>Priority 2. Teachers rate themselves as less than 50% in knowledge of CCSS.</p> <p>Priority 4. 50% of district students with lowest attendance score in the 1st quartile in Math and ELA (CBM)</p>	<p>Goal 3. By Spring 2017 our school will have developed and implemented a plan that will align our instruction and student learning to the Common Core State Standards for ELA, Math and Literacy as measured by</p>	All	All		<ul style="list-style-type: none"> ◆All students will take the SBAC practice assessments. ◆Students will see use of CCSS as teachers will attend workshops on implementing the Common Core State Standards. ◆Students will use new Math curriculum as teachers pilot and adopt new math curriculum that aligns with the Common Core State Standards ◆Students will get exposure to CCSS as 	<ul style="list-style-type: none"> ◆Students will improve their understanding and use of CCSS as teachers make written plans that will be developed to steer further alignment of CCSS to school curriculum. ◆Students will improve their understanding and use of CCSS as teachers will choose professional growth workshops on implementing CCSS. ◆SBAC formative assessments will show an increase of students scoring proficient or 	<ul style="list-style-type: none"> ◆Students will improve their understanding and use as teachers will have access to CCSS student work samples and descriptions of quality work. ◆Students will see improved academic scores because they will receive feedback to guide movement from current knowledge/abilities to meet the expectations of CCSS. ◆Teachers will begin to self-assess and reflect on 	<p>2. Implementation of Content & Performance Standards</p> <p>4. Student Achievement</p>

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	observation of teacher's knowledge of CCSS and use of them in lesson plans and report cards.				<p>Teachers and Principal will meet and discuss progress of implementation of CCSS</p> <ul style="list-style-type: none"> ♦Students will have taken the SBAC formative assessments ♦Students will take the summative SBAC test. <p>(Priority 2. CCSS Implementation. 2014-15 Metric; Teacher knowledge and use of Content and Performance Standards as measured by classroom and lesson plan observation and teacher survey will improve by 10% over the previous year.)</p> <p>(Priority 4. Student Achievement. 2014-15 Metric; Math Aimsweb score averaged per</p>	<p>higher in all subgroups and grade levels.</p> <ul style="list-style-type: none"> ♦SBAC Summative assessment will show an increase of students scoring proficient or above in all subgroups and grade levels. <p>(Priority 2. CCSS Implementation. 2015-16 Metric; Teacher knowledge and use of Content and Performance Standards as measured by classroom and lesson plan observation and teacher survey will improve by 10% over the previous year.)</p> <p>(Priority 4. Student Achievement 2015-16 Metric; Math Aimsweb annual score, averaged per classroom</p>	<p>their learning to guide in the next instructional steps.</p> <ul style="list-style-type: none"> ♦There will be an Increase in the percentage of students who score Proficient or above on SBAC in all subgroups and grade levels. <p>(Priority 2. CCSS Implementation. 2016-17 Metric; Teacher knowledge and use of Content and Performance Standards as measured by classroom and lesson plan observation will improve by 10% over the previous year.)</p> <p>(Priority 4. Student Achievement 2016-17 Metric; Math Aimsweb annual score,</p>	

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					classroom taken in August 2014, will improve by 5% when taken in June 2015. Reading CBM scores, averaged per classroom, will improve by 2% over the previous year.)	will improve by 2% above previous year. Reading CBM scores, averaged per classroom, will improve by 2%over the previous year per.)	averaged per classroom will improve by 2% above previous year. Reading CBM scores, averaged per classroom, will improve by 2%over the previous year.)	
<p>Priority 1. Overall Summary of Facility Conditions as reported in SARC designated as "Poor". (See SARC at http://mcs-shastacoe-ca.schoolloop.com)</p> <p>Priority 3.</p>	<p>Goal 4. Improve learning conditions by repairing, refitting and refurbishing unsafe and/or uneconomic equipment and facilities. Enhancing course access and other student outcomes.</p>	All	All		<ul style="list-style-type: none"> ◆Students will learn in an environment where no potentially toxic substances in the classrooms will be present. The classrooms will have 0% emissions of toxic substances. ◆The students will have better heating in one of the three classrooms needing a new heater. ◆ Student and staff security in the school will be improved by replacing exterior doors and locks. 	<ul style="list-style-type: none"> ◆Students will learn in an environment with improved safety and ease of access for parents and other Stakeholders to the school parking lot and bus loading area. ◆Students will enjoy better heating in another classroom. ◆Students will find a safer and more cost efficient restroom as we continue bathroom improvement. ◆Students will see increased enrollment. 	<ul style="list-style-type: none"> ◆Students will enjoy improved Course Access and Other Student Outcomes by moving Portable Classroom from nearby school property to our campus. ◆Students will enjoy better heating in another classroom. ◆Student outcomes will improve as funds formerly used to drive our busses 5 miles away to the old bus barn will be saved by building a bus 	<ul style="list-style-type: none"> 1. Basic Services 3. Parental involvement 7. Course Access 8. Other Student Outcomes

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>Less than 50% of parents available for volunteering actually do so.</p> <p>Priority 7. A broad course of study is offered for all students, the District has no Foreign Language course offered.</p> <p>Priority 8. Other outcomes: District will improve the physical environment in which students learn by moving</p>				<p>♦Students will have improved P.E. lessons on the outdoor physical education area (blacktop). Students will have greater safety and more funds available for student programs and materials as we do improvement of safety and energy efficiency at the school.</p> <p>(Priority 1. Basic Services. 2014-15 Metric; Overall Summary of Facility Conditions as reported in SARC will improve from "Poor" to "Fair")</p> <p>(Priority 3. 3. Parental involvement. 2014-15 Metric; The number of parents volunteering and attending meetings will</p>	<p>(Priority 1. Basic Services 2015-16 Metric; Overall Summary of Facility Conditions as reported in SARC will improve from "Fair" to "Good".)</p> <p>(Priority 3. Parental Involvement 2015-16 Metric; The number of parents volunteering and attending meetings will increase by 5% above the established a baseline.)</p> <p>(Priority 6. School Climate 2015-16 Metric; The number of students being suspended or expelled will decrease by 10% from the previous year.)</p> <p>(Priority 7. Course Access 2015-16 Metric; All</p>	<p>barn at the current school site.</p> <p>♦Students will have greater safety and more funds available for student programs and materials as we finish improvement of safety and energy efficiency at the school.</p> <p>♦Students will enjoy more opportunities in VAPA and Physical Ed. in a portable classroom.</p> <p>(Priority 1. Basic Services ". 2016-17 Metric; Overall Summary of Facility Conditions as reported in SARC will remain "Good".)</p> <p>(Priority 3. Parental Involvement 2016-17 Metric; The number of parents volunteering and</p>		

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
portable classroom and bus barn to Montgomery Ck. Campus.					<p>be tabulated for the year and will establish a baseline.)</p> <p>(Priority 7. Course Access 2014-15 Metric; The students in 7th and 8th grade will have a state approved foreign language class made available to them.)</p> <p>(Priority 8. Other Student Outcomes 2014-15 Metric; The district will formulate a plan to move a portable classroom to the campus to expand the ability to offer VAPA and/or Physical Ed. Classes.</p>	<p>students school-wide will have a music lesson offered at least once per week.</p> <p>(Priority 8. Other Student Outcomes 2015-16 Metric; The district will move a portable classroom to the campus to expand the ability to offer VAPA and/or Physical Ed. Classes.)</p>	<p>attending meetings will increase by 5% above the previous year.)</p> <p>(Priority 7. Course Access 2016-17 Metric; All students school-wide will have a music lesson offered at least 2 times per week.</p> <p>8. Other Student Outcomes.)</p> <p>(Priority 8. Other Student Outcomes 2016-17 Metric; The district will use newly added portable classroom to expand the ability to offer VAPA and/or Physical Ed. Classes.</p>	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	

Section 3: Actions, Services, and Expenditures

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

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

Guiding Questions:

- 1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 2) How do these actions/services link to identified goals and performance indicators?
- 3) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?
- 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
- 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA’s budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
2	3, 4, 5	6. Increased attendance					
		6.a. Audit of current attendance system. Set benchmarks that cause actions as per goals.	LEA-wide		No added cost	No added cost	No added cost
		6.b. Attendance Support Person will be assigned, and duties discussed.	LEA-wide		No added cost	No added cost	No added cost
		6.c. By spring 2015 unexcused absences and tardiness will be logged, assessed and a baseline for the year will be established and published.	LEA-wide		No added cost	No added cost	No added cost
		6.d. Stakeholders will be surveyed and input on how to improve attendance will be collected.	LEA-wide		No added cost	No added cost	No added cost
3	2 ,4	7. Instruction and student learning aligned to the Common Core State Standards for ELA, Math and Literacy.					
		7.a. All students will take the SBAC Assessments with help from test coordinator.	LEA-wide		PSA: 24 hrs per year x \$12./hr = \$288. Res: 0100 Obj: 2000-3000	24 hrs per year x 1 PSA at \$12./hr = \$288. Res: 0100 Obj: 2000-3000	24 hrs per year x 1 PSA at \$12./hr = \$288. Res: 0100 Obj: 2000-3000
		7.b. Teachers will attend 2 workshops on implementing the Common Core State Standards.	LEA-wide		4 teachers X 2 workshops @ \$200 per. = \$1600. Res: 0100 Obj: 5210	4 teachers X 2 workshops @ \$200 per. = \$1600. Res: 0100 Obj: 5210	4 teachers X 2 workshops @ \$200 = \$1600. Res: 0100 Obj: 5210
		7.c. Choose and adopt new curriculum that aligns with the Common Core State	LEA-wide		\$65. X 70 students plus consumables	No added cost	\$65. X 70 students plus

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

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX
		For low income pupils, English learners, foster youth, and redesignated fluent English proficient pupils:					
1.	2, 3, 4, 6	1. K-8 Math and ELA academic data will be generated on a scheduled basis .					
		1.a. Purchase Aimsweb for Math and ELA assessment.	LEA-wide		One year cost for Aimsweb \$800. Res: 0200 Obj: 5801	One year cost for Aimsweb \$600. Res: 0200 Obj: 5801	One year cost for Aimsweb \$700. Res: 0200 Obj: 5801
		1.b. Hire and train Assessment Facilitator.	LEA-wide		Approx. 60 hrs per year \$1,000. Res: 0200 Obj: 2210, 3000s	Approx. 60 hrs per year \$1,000. Res: 0200 Obj: 2210, 3000s	Approx. 60 hrs per year \$1,000. Res: 0200 Obj: 2210, 3000s
		2. District K-8 Math and ELA academic data will be used to monitor the academic achievement school-wide, by classroom, and by intervention sub-group.					
		2.a. Train teachers in how to use data to monitor the academic achievement of their students.	LEA-wide		Sub fees \$500. Res: 0200 Obj: 1112, 3000s	Sub fees \$500. Res: 0200 Obj: 1112, 3000s	Sub fees \$500. Res: 0200 Obj: 1112, 3000s
		3. Academic interventions will be applied and monitored through the use of the data					

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX
		generated.					
		3.a. Teachers, aides and Principal will meet, analyze data on a student by student basis, write an intervention plan and schedule reviews.	LEA-wide		Extra Hours \$1200. Res: 0200 Obj: 1115, 3000s	Extra Hours \$1200. Res: 0200 Obj: 1115, 3000s	Extra Hours \$1200. Res: 0200 Obj: 1115, 3000s
		3.b. Resource Teacher will use data to construct targeted interventions for Special Populations and chronically low scoring Students. Resource Teacher will work 3 hours per week doing after-school interventions.	LEA-wide		Resource Teacher \$3,500 Res: 0200 Obj: 1110, 3000s	Resource Teacher \$3,500 Res: 0200 Obj: 1110, 3000s	Resource Teacher \$3,500 Res: 0200 Obj: 1110, 3000s
		3.c. Hire a tutor for Math and ELA	LEA-wide		Tutor \$3,000 Res: 0200 Obj: 2110, 3000s	Tutor \$3,000 Res: 0200 Obj: 2110, 3000s	Tutor \$3,000 Res: 0200 Obj: 2110, 3000s
		3.d. Purchase CCSS aligned Academic intervention supplemental materials.	LEA-wide		Various \$2000. Res: 1100, 3010 Obj: 4310	Various \$2000. Res: 1100, 3010 Obj: 4310	Various \$2000. Res: 1100, 3010 Obj: 4310
		4. Class sizes will remain small.					
		4.a. Maintain a fourth teacher to keep class sizes small.	LEA-wide		One teacher \$45,000 Res: 0200 Obj: 1110, 3000s	One teacher \$45,000 Res: 0200 Obj: 1110, 3000s	One teacher \$45,000 Res: 0200 Obj: 1110, 3000s
		5. Student achievement goals will be based on data generated.					
		5.a. Students will conference with teachers to understand data and help set their own goals.	LEA-wide		No added cost	No added cost	No added cost
		5.b. Parents will be invited to conference with teacher and student to understand data and help set goals.	LEA-wide		No added cost	No added cost	No added cost

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

Mountain Union Elementary School District has calculated their LCFF revenue amount associated with low income, foster youth, EL pupils to be \$54,873. Expenditure of these funds is outlined in Section 3B. The unduplicated percentage is 87.88% for 2014-15 and due to the high percentage we chose to use the majority of these funds in a districtwide manner. However, based on the inherent structure of the goals we will be focusing on targeting low performing pupils, we believe that the unduplicated pupils will receive the majority of the benefit. We believe that the goals in 3B are the most effective use of the amount we have they address the need for a hands on approach, especially with at-risk pupils.

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

Unduplicated pupils will receive at least an 11.05% (our MMP) increase in services compared to services provided to all pupils based on the justification listed in 3C and the funds expended via the goals in 3B.

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