

§ 15497. Local Control and Accountability Plan and Annual Update Template.

Introduction:

LEA: FORT SAGE UNIFIED SCHOOL DISTRICT **Contact (Name, Title, Email, Phone Number):** CORI SHIELDS, BUSINESS MANAGER,
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Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and annual update template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5.

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

Implementation of State Standards: implementation of academic content and performance standards 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
WASC Stakeholder meeting- March 19th	Stakeholders including teachers, parents, and students participated in a meeting discussing the LCAP and SPSA. Input and opinions were expressed and taken into consideration.
Staff Meeting- March 19th	Teachers, classified staff, and administration were involved in discussions regarding the goals and action plan for the LCAP.
Public Hearing- May 28th	Public hearing was held in conjunction with the FSUSD LCAP public hearing
Board Meeting- May 28th and June 18th	LCAP was discussed in detail during the May 28th meeting, suggestions were included in the final draft which was approved on June 18th.

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 alternative Y, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Teaching Staff Metric: SARC, CALPADS 4.3, Staffing Reports	All staff will be 100% Credentialed, 100% Highly Qualified and effective.	All	School Wide- Low Income		By hiring certificated staff that are properly credentialed and highly qualified, students will have access to effective instruction.	By hiring certificated staff that are properly credentialed and highly qualified, students will have access to effective instruction.	By hiring certificated staff that are properly credentialed and highly qualified, students will have access to effective instruction.	Basic Services Student Achievement Pupil Engagement
Variety of current, effective instructional materials. Metric: SARC, WASC, Library Inventories	All curriculum purchased will fit Common Core State Standards and technology will be purchased to help with the transition	All	School Wide- Low Income		All new curriculum ordered will fit into the Common Core State Standards making transfer to other state schools and colleges easier for students. Continuing to use a variety of current curriculum will students a choice, while still meeting all state standards.	All new curriculum ordered will fit into the Common Core State Standards making transfer to other state schools and colleges easier for students. Continuing to use a variety of current curriculum will students a choice, while still meeting all state standards.	All new curriculum ordered will fit into the Common Core State Standards making transfer to other state schools and colleges easier for students. Continuing to use a variety of current curriculum will students a choice, while still meeting all state standards.	Implementation of CCSS Student Achievement
Parent Engagement/ Family Involvement Metric: Parent	Develop a Parent Advisory Committee and increase family involvement.	All	School Wide- Low Income		An advisory committee will review	Suggestions will be taken from PAC and	Suggestions will be taken from PAC and	Parental Involvement Student

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	
Meetings, surveys					handbooks, budgets, and projects and be able to give input on what they feel will best meet the students needs.	implemented in the new year. Student needs and desires will continue to be taken into consideration for improvement to the program.	implemented in the new year. Student needs and desires will continue to be taken into consideration for improvement to the program.	Achievement Pupil Engagement School Climate Other Pupil Outcomes
Increase test scores through program participation Metric: AYP, API, SARC, MAP/Scantron Scores	Increase student test scores and outcomes by increasing participation in a variety of additional programs and opportunities.	All	School Wide- Low Income		Increasing the number and type of programs offered will increase student engagement and desire to learn and perform, therefore raising test scores. 65% of all students will be at grade level in Math and ELA as according to MAP or Scantron results.	Increasing the number and type of programs offered will increase student engagement and desire to learn and perform, therefore raising test scores. 75% of students will be at grade level in Math and ELA as seen by the MAP or Scantron testing results.	Increasing the number and type of programs offered will increase student engagement and desire to learn and perform, therefore raising test scores. 80% of students will be at grade level in Math and ELA as seen by the MAP or Scantron testing results.	Student Achievement Pupil Engagement Course Access Other Pupil Outcomes

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
All staff will be 100% credentialed, 100% Highly Qualified and effective.	Basic Services Student Achievement Pupil Engagement	Priority will be placed on properly credentialed, highly qualified applicants when recruiting new certificated teaching staff	School Wide 2. School Wide 3. School Wide		Recruitment, advertising, and public announcements 5000-5999: Services And Other Operating Expenditures Base 500.00	Recruitment, advertising, and public announcements 5000-5999: Services And Other Operating Expenditures Base 500.00	Recruitment, advertising, and public announcements 5000-5999: Services And Other Operating Expenditures Base 500.00
		2. Priority will be placed on properly credentialed, highly qualified applicants when recruiting new certificated teaching staff			Correspondence will take place with FSUSD and LCOE to ensure applicants meet all requirements 0000: Unrestricted Base 0.00	Correspondence will take place with FSUSD and LCOE to ensure applicants meet all requirements 5000-5999: Services And Other Operating Expenditures Base 0.00	Correspondence will take place with FSUSD and LCOE to ensure applicants meet all requirements 5000-5999: Services And Other Operating Expenditures Base 0.00
		3. Priority will be placed on properly credentialed, highly qualified applicants when recruiting new certificated teaching staff					
		All teachers not currently HQT in math will take VPSS courses, and become HQT in math prior to the end of 2014/15.	School Wide 2. School Wide 3. School Wide				VPSS Courses 5000-5999: Services And Other Operating Expenditures Supplemental 2,000
		2. All teachers not currently HQT in ELA will take VPSS courses, and become HQT in ELA prior to the end of 2014/15.			VPSS Course 5000-5999: Services And Other Operating Expenditures Supplemental 2,000	VPSS Courses 5000-5999: Services And Other Operating Expenditures Supplemental 2,000	
		3. All teachers not currently HQT in ELA will take VPSS courses, and become HQT in ELA prior to the end of 2014/15.					
		All teachers will participate in professional development and PLC's to become a more effective teacher and learn ways to differentiate curriculum for students	School Wide 2. School Wide 3. School Wide		Speaker or presenter for Professional Development 5000-5999: Services And Other Operating Expenditures Supplemental 2,000	Speaker or presenter for Professional Development 5000-5999: Services And Other Operating Expenditures Supplemental 2,000	Speaker or presenter for Professional Development 5000-5999: Services And Other Operating Expenditures Supplemental 2,000

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. All teachers will participate in professional development and PLC's to become a more effective teacher and learn ways to differentiate curriculum for students 3. All teachers will participate in professional development and PLC's to become a more effective teacher and learn ways to differentiate curriculum for students			5000-5999: Services And Other Operating Expenditures Supplemental 1,000	District/Charter co-sponsored PLC's 5000-5999: Services And Other Operating Expenditures Supplemental 1,000	District/Charter co-sponsored PLC's 5000-5999: Services And Other Operating Expenditures Supplemental 1,000
		Teachers will be encouraged to attend the Differentiated Learning Conference in Las Vegas 2. Teachers will be encouraged to attend the Differentiated Learning Conference in Las Vegas 3. Teachers will be encouraged to attend the Differentiated Learning Conference in Las Vegas	School Wide 2. School Wide 3. School Wide		Conference Registration 5000-5999: Services And Other Operating Expenditures Supplemental 2,000 Travel and Hotel 5000-5999: Services And Other Operating Expenditures Base 2,200	Conference Registration 5000-5999: Services And Other Operating Expenditures Supplemental 2,000 Travel and Hotel 5000-5999: Services And Other Operating Expenditures Base 2,200	Conference Registration 5000-5999: Services And Other Operating Expenditures Supplemental 2,000 Travel and Hotel 5000-5999: Services And Other Operating Expenditures Base 2,200
All curriculum purchased will fit Common Core State Standards and technology will be purchased to help with the transition	Implement action of CCSS Student Achievement	All math curriculum purchased in and after 14/15 will be CCSS compliant or have a supplemental resource 2. All ELA curriculum purchased in and after 14/15 will be CCSS compliant or have a supplemental resource	School Wide 2. School Wide 3. School Wide		Text 4000-4999: Books And Supplies Base 12,000 Supplemental Resources 4000-4999: Books And Supplies Base 8,000	Text 4000-4999: Books And Supplies Base 12,000 Supplemental Resources 4000-4999: Books And Supplies Base 8,000	Text 4000-4999: Books And Supplies Base 12,000 Supplemental Resources 4000-4999: Books And Supplies Base 8,000

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
		3. All Science curriculum purchased in and after 14/15 will be CCSS compliant/New Generation or have a CCSS compliant supplemental resource					
		Teachers will attend Common Core professional development 2. Teachers will attend Common Core professional development 3. Teachers will attend Common Core professional development	School Wide 2. School Wide 3. School Wide		Professional Development 5000-5999: Services And Other Operating Expenditures Base 2,000	Professional Development 5000-5999: Services And Other Operating Expenditures Base 2,000	Professional Development 5000-5999: Services And Other Operating Expenditures Base 2,000
		A parent CCSS orientation meeting will be held to help parents and families understand the Common Core transition 2. A parent CCSS orientation meeting will be held to help parents and families understand the Common Core transition 3. A parent CCSS orientation meeting will be held to help parents and families understand the Common Core transition	School Wide 2. School Wide 3. School Wide		Staff time for planning and meeting 0000: Unrestricted Base 0.00	Staff time for planning and meeting 0000: Unrestricted Base 0.00	Staff time for planning and meeting 0000: Unrestricted Base 0.00
Develop a Parent Advisory Committee and increase family involvement.	Parental Involvement Student	A Parent Advisory Committee (PAC) will be developed.	School Wide		Staff time 0000: Unrestricted Base 0.00		

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
	Achievement Pupil Engagement School Climate Other Pupil Outcomes				Flyers, notices and mailings 4000-4999: Books And Supplies Base 200.00		
		Parent, family, student surveys will be taken each year to record family recommendations and needs 2. Parent, family, student surveys will be taken each year to record family recommendations and needs 3. Parent, family, student surveys will be taken each year to record family recommendations and needs	School Wide 2. School Wide 3. School Wide		SurveyMonkey 5000-5999: Services And Other Operating Expenditures Base 250.00 Survey Materials 4000-4999: Books And Supplies Base 200.00	SurveyMonkey 5000-5999: Services And Other Operating Expenditures Base 250.00 Survey Materials 5000-5999: Services And Other Operating Expenditures Base 200.00	SurveyMonkey 5000-5999: Services And Other Operating Expenditures Base 250.00 Survey Material 4000-4999: Books And Supplies Base 200.00
		Will continue with current family events and continue to add more. i.e Back to School Night, Common Core Parent Orientation, End of Year Bar-B-Q, Graduation, one on one student/parent/teacher meetings 2. Will continue with current family events and continue to add more. i.e Back to School Night, Common Core Parent Orientation, End of Year Bar-B-Q, Graduation, one on one student/parent/teacher meetings	School Wide 2. School Wide 3. School Wide		Flyer, notices and mailings 4000-4999: Books And Supplies Supplemental 200.00 Refreshments 4000-4999: Books And Supplies Base 500.00	Flyers, notices and mailings 4000-4999: Books And Supplies Supplemental 200.00 Refreshments 4000-4999: Books And Supplies Base 500.00	Flyers, notices and mailings 4000-4999: Books And Supplies Supplemental 200.00 Refreshments 4000-4999: Books And Supplies Base 500.00

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
		3. Will continue with current family events and continue to add more. i.e Back to School Night, Common Core Parent Orientation, End of Year Bar-B-Q, Graduation, one on one student/parent/teacher meetings					
		Full time teachers will now be required to be at the school site 8 hours daily, this will ensure that a certificated staff member is available to meet with families and students to answer questions or address concerns 2. Full time teachers will now be required to be at the school site 8 hours daily, this will ensure that a certificated staff member is available to meet with families and students to answer questions or address concerns 3. Full time teachers will now be required to be at the school site 8 hours daily, this will ensure that a certificated staff member is available to meet with families and students to answer questions or address concerns	School Wide 2. School Wide 3. School Wide		Staff Time 1000-1999: Certificated Personnel Salaries Base On-going Staff time 1000-1999: Certificated Personnel Salaries Base On-going Staff time 1000-1999: Certificated Personnel Salaries Base On-going		

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
Increase student test scores and outcomes by increasing participation in a variety of additional programs and opportunities.	Student Achievement Pupil Engage nt Course Access Other Pupil Outcomes	Evaluation and placement testing will take place 3 time a year for each student, using either MAP testing or Scantron 2. Evaluation and placement testing will take place 3 time a year for each student, using either MAP testing or Scantron 3. Evaluation and placement testing will take place 3 time a year for each student, using either MAP testing or Scantron	School Wide 2. School Wide 3. School Wide		Scantron 5000-5999: Services And Other Operating Expenditures Supplemental 1,800 MAP 5000-5999: Services And Other Operating Expenditures Supplemental District Funds	Scantron 5000-5999: Services And Other Operating Expenditures Supplemental 1,800 MAP 5000-5999: Services And Other Operating Expenditures Supplemental District Funds	Scantron 5000-5999: Services And Other Operating Expenditures Supplemental 1,800 MAP 5000-5999: Services And Other Operating Expenditures Supplemental District Funds
		Teacher hours will be increased in order to increase the availability of certificated staff for classes, tutoring, and increased student/teacher meeting requirements 2. Teacher hours will be increased in order to increase the availability of certificated staff for classes, tutoring, and increased student/teacher meeting requirements			Teacher Salary 1000-1999: Certificated Personnel Salaries Base On-going Teacher Benefits 3000-3999: Employee Benefits Base 32,400	Teacher Salary 1000-1999: Certificated Personnel Salaries Base On-going Teacher Benefits 3000-3999: Employee Benefits Base 32,400	Teacher Salary 1000-1999: Certificated Personnel Salaries Base On-going Teacher Benefits 3000-3999: Employee Benefits Base 32,400

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
		3. Teacher hours will be increased in order to increase the availability of certificated staff for classes, tutoring, and increased student/teacher meeting requirements					
		Provide career counseling, college readiness, and on the job training. 2. Provide career counseling, college readiness, and on the job training. 3. Provide career counseling, college readiness, and on the job training.	School Wide 2. School Wide 3. School Wide		Vendors 5000-5999: Services And Other Operating Expenditures Base 5,000 Counseling- Vendor 5000-5999: Services And Other Operating Expenditures Supplemental 3,000 Career Aptitude Testing 4000-4999: Books And Supplies Supplemental 500	Vendors 5000-5999: Services And Other Operating Expenditures Base 5,000 Counseling- Vendor 5000-5999: Services And Other Operating Expenditures Supplemental 3,000 Career Aptitude Testing 4000-4999: Books And Supplies Supplemental 500	Vendors 5000-5999: Services And Other Operating Expenditures Base 5,000 Counseling- Vendor 5000-5999: Services And Other Operating Expenditures Supplemental 3,000 Career Aptitude Testing 4000-4999: Books And Supplies Supplemental 500
		Start science labs for hands on learning 2. Continue science labs for hands on learning 3. Continue science labs for hands on learning	School Wide 2. School Wide 3. School Wide		Teacher Salary 1000-1999: Certificated Personnel Salaries Base On-going Science Lab Supplies 4000-4999: Books And Supplies Base 8,000	Teacher Salary 1000-1999: Certificated Personnel Salaries Base On-going Science Lab Supplies 4000-4999: Books And Supplies Base 8,000	Teacher Salary 1000-1999: Certificated Personnel Salaries Base On-going Science Lab Supplies 4000-4999: Books And Supplies Base 8,000
		Tighten academic probation guidelines, require more meetings and classes with students in danger of failing or dropping out	School Wide 2. School Wide 3. School Wide		Teacher Salary for increase of tutoring, classes, and student meeting requirements 1000-1999: Certificated Personnel Salaries Base On-going	Teacher Salary for increase of tutoring, classes, and student meeting requirements 1000-1999: Certificated Personnel Salaries Base On-going	Teacher Salary for increase of tutoring, classes, and student meeting requirements 1000-1999: Certificated Personnel Salaries Base On-going

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. Tighten academic probation guidelines, require more meetings and classes with students in danger of failing or dropping out 3. Tighten academic probation guidelines, require more meetings and classes with students in danger of failing or dropping out					

- 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)	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 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
All staff will be 100% credentialed, 100% Highly Qualified and effective.	Basic Services Student Achievement Pupil Engagement	Teachers will be encouraged to attend the differentiated learning conference in Las Vegas 2. Teachers will be encouraged to attend the differentiated learning conference in Las Vegas 3. Teachers will be encouraged to attend the differentiated learning conference in Las Vegas	School Wide-Low Income 2. School Wide- Low Income 3. School Wide- Low Income		Conference Registration 5000-5999: Services And Other Operating Expenditures Supplemental 1,000 Travel and Hotel 5000-5999: Services And Other Operating Expenditures Supplemental 1,200	Conference Registration 5000-5999: Services And Other Operating Expenditures Supplemental 1,000 Travel and Hotel 5000-5999: Services And Other Operating Expenditures Supplemental 1,200	Conference Registration 5000-5999: Services And Other Operating Expenditures Supplemental 1,000 Travel and Hotel 5000-5999: Services And Other Operating Expenditures Supplemental 1,200
All curriculum purchased will fit Common Core State Standards and technology will be purchased to help with the transition	Implementation of CCSS Student Achievement	Additional supplemental materials to text will be purchased to aid the understanding of the curriculum and allow a different delivery method of the material 2. Additional supplemental materials to text will be purchased to aid the understanding of the curriculum and allow a different delivery method of the material 3. Additional supplemental materials to text will be purchased to aid the understanding of the curriculum and allow a different delivery method of the material	School Wide-Low Income 2. School Wide- Low Income 3. School Wide- Low Income		Supplemental resources 4000-4999: Books And Supplies Supplemental 5,000	Supplemental resources 4000-4999: Books And Supplies Supplemental 5,000	Supplemental resources 4000-4999: Books And Supplies Supplemental 5,000

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 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		Teachers will participate in professional development pertaining to teaching CCSS to lower performing students 2. Teachers will participate in professional development pertaining to teaching CCSS to lower performing students 3. Teachers will participate in professional development pertaining to teaching CCSS to lower performing students	School Wide-Low Income 2. School Wide- Low Income 3. School Wide- Low Income		Professional Development 5000-5999: Services And Other Operating Expenditures Supplemental 2,000	Professional Development 5000-5999: Services And Other Operating Expenditures Supplemental 2,000	Professional Development 5000-5999: Services And Other Operating Expenditures Supplemental 2,000
		Specific parent orientation for CCSS will be held for lower performing students 2. Specific parent orientation for CCSS will be held for lower performing students 3. Specific parent orientation for CCSS will be held for lower performing students	School Wide-Low Income 2. School Wide- Low Income 3. School Wide- Low Income		Staff time for planning 0000: Unrestricted Base 0.00 Materials for parents 4000-4999: Books And Supplies Supplemental 200.00	Staff time for planning 0000: Unrestricted Base 0.00 Materials for parents 4000-4999: Books And Supplies Supplemental 200.00	Staff time for planning 0000: Unrestricted Base 0.00 Materials for parents 4000-4999: Books And Supplies Supplemental 200.00
Develop a Parent Advisory Committee and increase family involvement.	Parental Involvement Student Achievement Pupil	Families of lower performing students will be strongly encouraged to attend all family engagement activities.	School Wide-Low Income 2. School Wide- Low Income				

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 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
	Engagement School Climate Other Pupil Outcomes	2. Families of lower performing students will be strongly encouraged to attend all family engagement activities. 3. Families of lower performing students will be strongly encouraged to attend all family engagement activities.	3. School Wide- Low Income				
		Home visits will take place for those families that cannot make it to the school site for student/teacher meetings or tutoring 2. Home visits will take place for those families that cannot make it to the school site for student/teacher meetings or tutoring 3. Home visits will take place for those families that cannot make it to the school site for student/teacher meetings or tutoring	School Wide- Low Income 2. School Wide- Low Income 3. School Wide- Low Income		Staff Mileage 5000-5999: Services And Other Operating Expenditures Supplemental 1,500 Staff Mileage 5000-5999: Services And Other Operating Expenditures Supplemental 1,500	Staff Mileage 5000-5999: Services And Other Operating Expenditures Supplemental 1,500	Staff Mileage 5000-5999: Services And Other Operating Expenditures Supplemental 1,500
		Teacher to parent trainings will take place to assist parents in how to help their students with school work 2. Teacher to parent trainings will take place to assist parents in how to help their students with school work	School Wide- Low Income 2. School Wide- Low Income 3. School Wide- Low Income		Supplies and tutoring information 4000-4999: Books And Supplies Supplemental 500	Supplies and tutoring information 4000-4999: Books And Supplies Supplemental 500	Supplies and tutoring information 4000-4999: Books And Supplies Supplemental 500

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
		3. Teacher to parent trainings will take place to assist parents in how to help their students with school work					
Increase student test scores and outcomes by increasing participation in a variety of additional programs and opportunities.	Student Achievement Pupil Engagement Course Access Other Pupil Outcomes	MAP and/or Scantron testing will be done on each student 3 times annually and the results will be assessed as needed 2. MAP and/or Scantron testing will be done on each student 3 times annually and the results will be assessed as needed 3. MAP and/or Scantron testing will be done on each student 3 times annually and the results will be assessed as needed	School Wide-Low Income 2. School Wide- Low Income 3. School Wide- Low Income		MAP or Scantron 5000-5999: Services And Other Operating Expenditures	MAP or Scantron 5000-5999: Services And Other Operating Expenditures	MAP or Scantron 5000-5999: Services And Other Operating Expenditures
		Low performing students or students requiring extra help with academics will be required to attend classes and/or tutoring sessions more than those students performing at grade level 2. Low performing students or students requiring extra help with academics will be required to attend classes and/or tutoring sessions more than those students performing at grade level	School Wide-Low Income 2. School Wide- Low Income 3. School Wide- Low Income		Staff Time 1000-1999: Certificated Personnel Salaries Base On-going	Staff Time 1000-1999: Certificated Personnel Salaries Base On-going	Staff Time 1000-1999: Certificated Personnel Salaries Base On-going

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
		3. Low performing students or students requiring extra help with academics will be required to attend classes and/or tutoring sessions more than those students performing at grade level					
		Healthy snacks will be available at the site for low income students 2. Healthy snacks will be available at the site for low income students 3. Healthy snacks will be available at the site for low income students	School Wide-Low Income 2. School Wide- Low Income 3. School Wide- Low Income		Snacks 4000-4999: Books And Supplies Supplemental 1,000	Snacks 4000-4999: Books And Supplies Supplemental 1,000	Snacks 4000-4999: Books And Supplies Supplemental 1,000
		EL students will be CELDT tested and curriculum will be adjusted as needed in order for them to progress. 2. EL students will be CELDT tested and curriculum will be adjusted as needed in order for them to progress. 3. EL students will be CELDT tested and curriculum will be adjusted as needed in order for them to progress.	School Wide-Low Income 2. School Wide- Low Income 3. School Wide- Low Income		CELDT Test 5000-5999: Services And Other Operating Expenditures Supplemental 500 CELDT Staff Administration 1000-1999: Certificated Personnel Salaries Supplemental 500	CELDT Test 5000-5999: Services And Other Operating Expenditures Supplemental 500 CELDT Staff Administration 1000-1999: Certificated Personnel Salaries Supplemental 500	CELDT Test 5000-5999: Services And Other Operating Expenditures Supplemental 500 CELDT Staff Administration 1000-1999: Certificated Personnel Salaries Supplemental 500

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
		Offer a student tutoring program where high performing students wishing to obtain job experience can be paid for one on one tutoring of lower performing students 2. Offer a student tutoring program where high performing students wishing to obtain job experience can be paid for one on one tutoring of lower performing students 3. Offer a student tutoring program where high performing students wishing to obtain job experience can be paid for one on one tutoring of lower performing students	School Wide-Low Income 2. School Wide- Low Income 3. School Wide- Low Income		Student Salaries 2000-2999: Classified Personnel Salaries Supplemental 700 3000-3999: Employee Benefits Supplemental 100	Student Salaries 2000-2999: Classified Personnel Salaries Supplemental 700 3000-3999: Employee Benefits Supplemental 100	Student Salaries 2000-2999: Classified Personnel Salaries Supplemental 700 3000-3999: Employee Benefits Supplemental 100

- 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.)

Mt. Lassen Charter School is a strictly individual study charter school. It is a dependent charter of the Fort Sage Unified School District. MLCS has an enrollment of 124, with an unduplicated count of 54 students or 44%. This 54 consists of 51 low income, 1 foster child, and 2 EL students. MLCS will receive \$37,712 in supplemental funds. MLCS is unique due to its independent study structure. Because all students are on independent study, there is a lot of one on one education and support. Students are required to meet at least once every 2 weeks with their teacher, and are encouraged to attend a number of activities, classes, tutoring, and extra curricular vendors. Because the instruction is already individualized to each student at their very own level, MLCS already addresses many of the complications and needs concerning the students included in the unduplicated count. Services for the students included in the unduplicated count are included in the activities for all students. MLCS will also provide additional services to these students, including; differentiated learning training for teachers; additional resources and texts to help with the transition to Common Core; additional teacher training relating to teaching CCSS to lower performing students; parent meeting and training to familiarize families with CCSS and other learning strategies to best assist their students; home visits for those families that cannot make regular meeting at the school site; ongoing MAP/Scantron placement testing; CELDT testing; one on one student tutoring; and healthy snacks for school activities.

- 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.

Additional services and programs will be available to all of the students and families at MLCS, however, specific services will be encouraged for the 44% of the enrollment, comprising the unduplicated counts. In 2012/13 MLCS received \$14,007 in the EIA Supplemental Grant, the 2014/15 MPP is calculated at 3.91%. Teachers will be encouraged to attend the Differentiated Learning Conference in July of each year. This conference will give teachers the tools they need in order to help students at all levels succeed. Will Common Core curriculum will begin to be implemented for all students in 2014/15, additional supplemental resources will be purchased to assist lower performing students. Professional development will be provided to the teachers, with emphasis on teaching CCSS to all students, and how to support those students needed extra assistance. An annual meeting will be held for the parents to attend. This meeting will serve as a orientation to the transition to common core as well as give the parents strategies to help their children while they are doing their independent study work at home. New certificated contracts were developed mandating full time teachers be at the school site 40 hours a week, this will allow a teacher to be available to students and parents for questions, answers, or support. Families of low performing students will be encouraged to partake in all of the family engagement activities, to strengthen the school to home bond. Teachers will perform home visits for families unable to make it to the school site on a regular basis for tutoring or meeting. Tri-annual placement testing will take place for each student so that progress may be monitored and curriculum may be adjusted as needed. Higher performing students, in search of job experience, can apply to become a one on one student tutor, to help lower performing students. The CELDT test will continue to be offered as necessary and proper steps will be taken for EL students to continue their progression.

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.