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

Introduction:

LEA: Modoc County Office of Education   **Contact (Name, Title, Email, Phone Number):** Misti Norby, Director of Student Services, mnorby@modoccoe.k12.ca.us, (530) 233-7110   **LCAP Year:** 2014-2015

The Modoc County Office of Education's mission statement is: Children are the highest priority of the Modoc County Office of Education. Our professional staff will act to ensure that all children are prepared to learn and all students receive exceptional instruction in a safe and conducive learning environment.

The Modoc County Office of Education serves as an intermediate unit operating between the California Department of Education and the schools within the jurisdiction of the County Superintendent. The county office of education's role as the regional service and support unit for the schools of the county requires the establishment of effective professional relations with local schools, parents, and community organizations to advance education throughout the county. MCOE operates one school within the county.

Stronghold Juvenile Court School is a fifth through twelfth grade court school committed to helping students meet grade level standards and successfully complete course requirements leading to a high school diploma. The maximum and typical enrollment is 30 students. The students are usually placed by probation from across the state and have an average stay of six months. Supplemental resources and instruction are provided individually to prepare students to pass the California High School Exit Exam. School staff members work closely with the Environmental Alternatives/Warner Mountain Group Home, who provide supervision and housing for the students, to create a positive environment for academic and social growth of the students. Stronghold Juvenile Court School has a very high mobility rate. One-hundred percent of our students are unduplicated.

Due to the high turnover of our student population, the following metrics do not apply to our school or give an accurate representation of our school: CalMAPP (student's have not been attending school on a regular basis for most of their education to be successful at testing at grade level); API (the high turnover of our students does not reflect an accurate reflection of what students are doing at school); A-G passage rates (students may not be academically ready for college); EAP (students are usually academic and credit deficient, making it difficult to be prepared for college); AP passage (students may not qualify for AP classes based on academic levels); Expulsion rates (students are with us because they have been expelled from all other systems); EL proficiency progress (the high turnover of students does not allow for much progress to be made); EL reclassification (the high turnover of students does not allow for reclassification.)

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
1. Board meeting on January 21, 2014: discussion with the Board and public that included an overview explanation of the LCFF and LCAP.	1. This discussion will help this group of stakeholders provide input into the development of the LCAP.
2. MCOE preparation meeting on January 28, 2014 (Deputy Superintendent, CBO, SELPA Director, Foster Youth Coordinator)	2. This discussion clarified presentations for Districts, Administration Advisory Council, and Community Advisory Committee. This discussion also helped provided guidance and input in regards to foster youth.
3. Meeting with Carole McCulley and Kelly Crosby at the Department of Social Services office on January 29, 2014: discussion with Carol McCulley and Kelly Crosby included an overview of LCFF, LCAP, and how it will affect Foster Youth within Modoc County.	3. This discussion helped provided guidance and input in regards to foster youth.
4. Meeting with Leo Fernandez at Probation on January 30, 2014: discussion with Leo Fernandez included an overview of LCFF and LCAP.	4. This discussion helped provide guidance and input in regards to foster youth.
5. MCOE (Superintendent, Deputy Superintendent, Chief Business Official) meeting with Superintendents and Business Managers from all three districts, MJUSD, TBJUSD, and SVJUSD. At the meeting, MCOE conducted a presentation on the LCFF and LCAP template, adoption procedures, and ties to other plans. Discussions were held in regards to the LCFF and LCAP.	5. This meeting was important as to the clarification of the process in developing the LCAP. As a result, MCOE is clearer on the development of its plan.
6. Administrative Advisory Council (AAC) meeting on February 11, 2014: information shared on presentation to CAC. Administrative Advisory Council consists of district superintendents, county superintendents, and the SELPA Director.	6. This meeting shared the presentation to be shown to the Community Advisory Committee. This allowed feedback from all school districts regarding all state priorities, which included expelled youth and foster youth.
7. Community Advisory Committee (CAC) meeting on February 12, 2014: discussion with CBO and SELPA Director that included an overview explanation of the LCFF and LCAP. CAC consists of the following members: the SELPA Director, Early Head Start, TEACH, Community Members, Public Health and Parents.	7. This meeting provided the CAC with information and asked for feedback on the state priorities.
8. Meeting with Surprise Valley Joint Unified School District on February 4, 2014: discussion with admin team and superintendent.	8. This discussion helped provided guidance and input in regards to foster youth.

Involvement Process	Impact on LCAP
9. Meeting with Tulelake Basin Joint Unified School District on February 11, 2014: discussion with superintendent and CBO.	9. This discussion helped provided guidance and input in regards to foster youth.
10. Meeting with Modoc Joint Unified School District on February 12, 2014: discussion with admin team and superintendent.	10. This discussion helped provided guidance and input in regards to foster youth.
11. Meeting with Cam Hall from Career Options on February 12, 2014. Meeting with Jim Blankenship of Modoc Joint Unified School District on February 12, 2014: discussion with admin team and superintendent.	11. This discussion helped provided guidance and input in regards to foster youth.
12. Meeting with Kathleen Harris of TEACH on February 18, 2014: discussion with Kathleen re: options for foster youth.	12. This discussion helped provided guidance and input in regards to foster youth.
13. MCOE board meeting February 18, 2014: discussion with Superintendent and SELPA Director that included an overview explanation of the LCFF and LCAP.	13. This meeting provided the MCOE Board with information and asked for feedback on the state priorities. This meeting allowed the superintendent the opportunity to educate stakeholders as a way of increasing the amount and effectiveness of stakeholder input.
14. Meeting with Tara Shepherd, Modoc County Mental Health on February 20, 2014: discussion with Tara re: options for foster youth.	14. This discussion helped provided guidance and input in regards to foster youth.
15. School Site Council meeting was held at Stronghold on February 24, 2014: The discussion with the committee included an overview of LCFF, LCAP, and the impact it will have at Stronghold. SSC consists of bargaining group members selected by local bargaining groups, school teacher, support staff, administration, and 3 members acting as the parent from Warner Mountain Group. The Parent Advisory Committee also acts as the site council.	15. This meeting gave an overview on the LCAP and all of the state's 10 priorities to the SSC, PAC, school staff and WMGH parents. The discussion provided feedback and guidance on developing the school goals for the LCAP. All stakeholders were given historical data on student referrals and suspension. Stakeholders were also given data on student reading and math levels to help in developing goals for the LCAP. In addition, a survey was sent out to all stakeholders for added input.
16. March 25, 2014, surveys were given to all stakeholders which included the school teachers, students, support staff, parents, Department of Social Service and administration.	16. Surveys provided feedback on developing the LCAP for MCOE.

Involvement Process	Impact on LCAP
17. School site council meeting (also additional bargaining group members selected by local bargaining groups) on April 7, 2014: Discussions with the group include development of goals and actions.	17. The discussion allowed all members from SSC and PAC to provide feedback and support of the LCAP.
18. MCOE board meeting April 15, 2014: presentation was made to the board and the public on the three focus areas and the two goals that were developed from them.	18. This presentation allowed the board to ask questions regarding the process of how the focus areas and goals were developed.
19. School Site Council was held at Stronghold on May 19, 2014: The discussion with the committee included final review of the LCAP. SSC consists of bargaining group members selected by local bargaining groups, school teacher, support staff, administration, and 3 members acting as the parent from Warner Mountain Group. The Parent Advisory Committee also acts as the site council.	19. This presentation allowed the SSC and PAC to ask questions regarding on the final goals, activities and services of the LCAP.
20. MCOE board meeting on May 27, 2014: presentation was made to the board and the public on the completed copy of the LCAP.	20. This presentation allowed the board to ask questions regarding the goals, activities and services listed in the LCAP. Board will vote on the final copy of the LCAP at the next board meeting. No questions were asked at the board meeting for the superintendent to respond to.
21. MCOE board meeting on June 24, 2014: board meeting to approve the LCAP.	21. The board voted unanimously to approve the LCAP for Modoc County Office of Education.
In all of the meetings, stakeholders were provided an overview of LCFF and LCAP. Stakeholders were provided data on student behavior and academic levels.	Based upon the input provided by stakeholders, the following areas are deemed pertinent: • Improve student academic levels • Improve student behavior • Improve student buy-in toward their education and the importance of being college and/or career ready

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	
Need: Close the achievement gap for	**Goal #1** MCOE will	All	All		Due to the high mobility rate	Due to the high mobility rate	Due to the high mobility rate the	**Priority 1:** Basic Services

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	
all students including foster youth and expelled students who are performing below grade level and are credit deficient.

Metric:
CalMAPP; API; A-G enrollment and passage rates; CTE enrollment and passage rates; EL Proficiency Progress; EL Reclassification; AP Passage; College Preparedness based on the EAP test; School attendance rates; Chronic absenteeism rates; middle school and | provide and/or expand diverse educational programs for all students and prepare them for the next steps in their chosen career/college pathway. | | | | the increase of student growth will be dependent on their length of stay.
-As indicated with Read180 and accelerated reader, students attending MCOE will increase their reading level and their math level.

-Students will work towards increasing their high school credit and work towards a high school diploma | the increase of student growth will be dependent on their length of stay.
-As indicated with Read180 and accelerated reader, students attending MCOE will increase their reading level and their math level.

-Students will work towards increasing their high school credit and work towards a high school diploma | increase of student growth will be dependent on their length of stay.
-As indicated with Read180 and accelerated reader, students attending MCOE will increase their reading level and their math level.

-Students will work towards increasing their high school credit and work towards a high school diploma | **Priority 4:** Student Achievement

Priority 5: Student Engagement

Priority 7: Course Access

Priority 8: Student Outcomes

Priority 9: Expelled Youth

Priority 10: Foster Youth |

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	
high school dropout rates; high school graduation rates; pupil suspension rates; expulsion rates **Other local measures:** Read 180 tracking; Accelerated Reader tracking; Passing of the CAHSEE; Progress of credit tracking with Aeries; weekly grades are reported to parent; Quarterly Goal Progress meetings with WMGH (parent); Student Individualized Learning Plan; once a month academic					with an emphasis on college/ career readiness -County Foster Youth Coordinator will collaborate, consult, and coordinate with local school districts and local county agencies to identify, provide access, and monitor student participation and academic progress in school, which will mirror that	with an emphasis on college/ career readiness -County Foster Youth Coordinator will collaborate, consult, and coordinate with local school districts and local county agencies to identify, provide access, and monitor student participation and academic progress in school, which will mirror that	with an emphasis on college/ career readiness -County Foster Youth Coordinator will collaborate, consult, and coordinate with local school districts and local county agencies to identify, provide access, and monitor student participation and academic progress in school, which will mirror that	

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	
progress of foster youth student is reported to social services					of the general student population	of the general student population	of the general student population	
Need: Improve student academic levels and behavior. **Metric:** CalMAPP; API; A-G enrollment and passage rates; CTE enrollment and passage rates; EL Proficiency Progress; EL Reclassification; AP Passage; College Preparedness based on the EAP test; School attendance rates; Chronic absenteeism rates; middle school and	**Goal #2** Improve learning environment.	All	All		-Hire a highly qualified teacher -Provide appropriate and effective professional learning. -Provide appropriate and effective coaching to support professional learning. -Provide a clean,	-Provide appropriate and effective professional learning in common core and classroom management -Provide appropriate and effective coaching to support professional learning. -Provide a clean, well maintained,	-Track progress with metrics that have been put in place. -Provide appropriate and effective professional learning in common core and classroom management -Provide appropriate and effective coaching to	**Priority 1:** Basic Services **Priority 2:** Implementation of Common Core State Standards **Priority 3:** Parent Engagement **Priority 5:** Student Engagement **Priority 6:** Student climate

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	
high school dropout rates; high school graduation rates; pupil suspension rates; expulsion rates **Other Local Measures:** Read 180 tracking; Accelerated Reader tracking; Passing of the CAHSEE; Progress of credit tracking with Aeries; weekly grades are reported to parent; Track student referrals and suspensions; Quarterly Goal Progress meetings with WMGH (parent); Develop a matrix defining student academic and					well maintained, and safe learning environment by painting the inside of the whole school, new carpet, new student desks, new bathroom floors -Obtain quotes for providing a safety lock on front door of school -Research best practices for classroom management	and safe learning environment by building a wall for elementary classroom -Professional development for all staff in best practices in classroom management	support professional learning. -Provide a clean, well maintained, and safe learning environment by building a new sound proof wall between library and teacher classroom. -Track school wide referral and suspension progress -Assess progress, and	

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	
behavioral phases							make necessary changes	

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
Goal #1 MCOE will provide and/or expand diverse educational programs for all students and prepare them for the next steps in their chosen career/college pathway.	**Priority 1:** Basic Services **Priority 4:** Student Achievement **Priority 5:** Student Engagement **Priority 7:** Course Access **Priority 8:** Student Outcomes **Priority 9:** Expelled Youth **Priority 10:** Foster Youth	-Purchase Read180 -Professional Development -Hire Teacher -Professional Learning Coordinator -Follow county-wide expulsion plan	School wide and/or LEA wide		-Purchase of Read 180 $14,738 *Funding Resource*: LCFF -Professional Learning Coordinator $16,000 *Funding Resource*: LCFF -OdysseyWare $9,000 *Funding Resource*: LCFF -Professional development $4,000 *Funding Resource*: LCFF	-Purchase math curriculum $15,000 *Funding Resource*: LCFF -Professional Learning Coordinator $16,000 *Funding Resource*: LCFF -OdysseyWare $12,000 *Funding Resource*: LCFF -Text book maintenance cost for Read180 $1,000 *Funding Resource*: LCFF	-Purchase math curriculum $15,000 *Funding Resource*: LCFF -Professional Learning Coordinator $16,000 *Funding Resource*: LCFF -OdysseyWare $12,000 *Funding Resource*: LCFF -Text book maintenance cost for Read180 $2,000 *Funding Resource*: LCFF

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
					-Purchase library books $4,000 *Funding Resource*: LCFF -Review math curriculum -Research job interest software make possible purchase $200 *Funding Resource*: LCFF -Purchase of 8 -15 new computers $13,000 *Funding Resource*: LCFF	-Maintenance or replacement cost for computers $4,000 *Funding Resource*: LCFF -Purchase library books $4,000 *Funding Resource*: LCFF -Maintenance of Job interest software $200 *Funding Resource*: LCFF	-Maintenance or replacement cost for computers $4,000 *Funding Resource*: LCFF -Purchase library books $4,000 *Funding Resource*: LCFF -Maintenance of Job interest software $200 *Funding Resource*: LCFF
Goal #2 Improve learning environment.	**Priority 1:** Basic Services **Priority 2:** Implementation of Common Core State Standards **Priority 3:** Parent	-New Teacher -Purchase a magnetic door with camera. -Hire a clerical assistant to manage the student discipline forms.	School-wide		-New teacher $66,000 *Funding Resource*: LCFF -Activity/ Projects $2,000 *Funding Resource*: LCFF -Reward System	-Teacher $67,000 *Funding Resource*: LCFF -Activity/ Projects $2,000 *Funding Resource*: LCFF -Reward System	-Teacher $68,500 *Funding Resource*: LCFF Activity/ Projects $2,000 *Funding Resource*: LCFF -Reward System

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
	Engagement

Priority 5: Student Engagement

Priority 6: Student Climate | -Research and provide professional development in classroom management.

-Obtain quotes for the facility improvements

-Follow county-wide expulsion plan | | | $3,000 *Funding Resource*: LCFF

-Purchase Student Tracking Software $1,700 *Funding Resource*: LCFF

-New Classroom expenses $5,000 *Funding Resource*: LCFF

-Magnetic door with camera $3,000 *Funding Resource*: LCFF

-Paint the inside of the whole school $6,300 *Funding Resource*: LCFF

-New Carpet $13,600 *Funding Resource*: LCFF | $3,000 *Funding Resource*: LCFF

-Student Tracking Software Maintenance $480 *Funding Resource*: LCFF

Professional Development $3,000 *Funding Resource*: LCFF

-Wall for elementary classroom $10,000 *Funding Resource*: LCFF | $3,000 *Funding Resource*: LCFF

-Student Tracking Software Maintenance $480 *Funding Resource*: LCFF

-Professional Development $3,000 *Funding Resource*: LCFF

-New sound proof wall between library and teacher classroom. $8,000 *Funding Resource*: LCFF |

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
					-New student desks $2,500 *Funding Resource*: LCFF -New bathroom floors $1,200 *Funding Resource*: LCFF		

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: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal #1 MCOE will provide and/or expand diverse educational programs for all students and prepare them for the next steps in their chosen career/college pathway. **Goal #2** Improve learning environment.	**Priority 1:** Basic Services **Priority 2:** Implementation of Common Core State Standards **Priority 3:** Parent Engagement **Priority 4:** Student Achievement **Priority 5:** Student Engagement **Priority 6:** Student Climate **Priority 7:** Course Access **Priority 8:** Student Outcomes **Priority 9:** Expelled Youth	**For low income pupils:** Increase support with supplemental teacher and Professional Learning Coordinator.	School-wide		-New teacher $66,000 *Funding Resource*: LCFF -Purchase Read 180 $14,738 *Funding Resource*: LCFF -Professional Learning Coordinator $16,000 *Funding Resource*: LCFF	-Teacher $67,000 *Funding Resource*: LCFF -Purchase Math 180 $15,000 *Funding Resource*: LCFF -Professional Learning Coordinator $16,000 *Funding Resource*: LCFF	-Teacher $68,500 *Funding Resource*: LCFF -Read 180 and Math 180 maintenance costs $2,000 *Funding Resource*: LCFF -Professional Learning Coordinator $16,000 *Funding Resource*: LCFF

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: 2014-15	Year 2: 2015-16	Year 3: 2016-17
	Priority 10: Foster Youth						
Goal #1 MCOE will provide and/or expand diverse educational programs for all students and prepare them for the next steps in their chosen career/college pathway. **Goal #2** Improve learning environment.	**Priority 1:** Basic Services **Priority 2:** Implementation of Common Core State Standards **Priority 3:** Parent Engagement **Priority 4:** Student Achievement **Priority 5:** Student Engagement **Priority 6:** Student Climate **Priority 7:** Course Access **Priority 8:** Student Outcomes **Priority 9:** Expelled Youth **Priority 10:** Foster Youth	**For English learners:** Increase support with supplemental teacher, Professional Learning Coordinator and Read 180 EL.	School-wide		-New teacher $66,000 *Funding Resource*: LCFF -Purchase Read 180 $14,738 *Funding Resource*: LCFF -Professional Learning Coordinator $16,000 *Funding Resource*: LCFF	-Teacher $67,000 *Funding Resource*: LCFF -Purchase Math 180 $15,000 *Funding Resource*: LCFF -Professional Learning Coordinator $16,000 *Funding Resource*: LCFF	-Teacher $68,500 *Funding Resource*: LCFF -Read 180 and Math 180 maintenance costs $2,000 *Funding Resource*: LCFF -Professional Learning Coordinator $16,000 *Funding Resource*: LCFF
Goal #1 MCOE will provide and/or expand diverse educational	**Priority 1:** Basic Services **Priority 2:** Implementation of Common Core	**For foster youth:** Increase support with supplemental teacher, Professional	School-wide		-New teacher $66,000 *Funding Resource*: LCFF	-Teacher $67,000 *Funding Resource*: LCFF	-Teacher $68,500 *Funding Resource*: LCFF

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: 2014-15	Year 2: 2015-16	Year 3: 2016-17
programs for all students and prepare them for the next steps in their chosen career/college pathway. **Goal #2** Improve learning environment.	State Standards **Priority 3:** Parent Engagement **Priority 4:** Student Achievement **Priority 5:** Student Engagement **Priority 6:** Student Climate **Priority 7:** Course Access **Priority 8:** Student Outcomes **Priority 9:** Expelled Youth **Priority 10:** Foster Youth Student Climate	Learning Coordinator and Read 180. Collaborate, consult, and coordinate with local school districts and local county agencies to identify, provide access, and monitor student participation and academic progress in school, which will mirror that of the general student population			-Purchase Read 180 $14,738 *Funding Resource*: LCFF -Professional Learning Coordinator $16,000 *Funding Resource*: LCFF	-Purchase Math 180 $15,000 *Funding Resource*: LCFF -Professional Learning Coordinator $16,000 *Funding Resource*: LCFF	-Read 180 and Math 180 maintenance costs $2,000 *Funding Resource*: LCFF -Professional Learning Coordinator $16,000 *Funding Resource*: LCFF
Goal #1 MCOE will provide and/or expand diverse educational programs for all students and prepare them for the next steps in their chosen	**Priority 1:** Basic Services **Priority 2:** Implementation of Common Core State Standards **Priority 3:** Parent Engagement **Priority 4:** Student Achievement	**For re-designated fluent English proficient pupils:** Increase support with supplemental teacher, Professional Learning Coordinator and Read 180 EL.	School-wide		-New teacher $66,000 *Funding Resource*: LCFF -Purchase Read 180 $14,738 *Funding Resource*: LCFF -Professional	-Teacher $67,000 *Funding Resource*: LCFF -Purchase Math 180 $15,000 *Funding Resource*: LCFF -Professional	-Teacher $68,500 *Funding Resource*: LCFF -Read 180 and Math 180 maintenance costs $2,000 *Funding Resource*: LCFF

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: 2014-15	Year 2: 2015-16	Year 3: 2016-17
career/college pathway. **Goal #2** Improve learning environment.	**Priority 5:** Student Engagement **Priority 6:** Student Climate **Priority 7:** Course Access **Priority 8:** Student Outcomes **Priority 9:** Expelled Youth **Priority 10:** Foster Youth				Learning Coordinator $16,000 *Funding Resource*: LCFF	Learning Coordinator $16,000 *Funding Resource*: LCFF	-Professional Learning Coordinator $16,000 *Funding Resource*: LCFF

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 district-wide or school-wide 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.)

The students at MCOE are 100% unduplicated, which ensures that when we provide services school-wide, we are indeed meeting the goals for our student groups. Services are provided to help students succeed in returning back to their district of residence or graduate from our school. Our goal for all students enrolled in our program is to succeed, based on their individual goals and needs. MCOE's identified gap funding increase in FY 14-15 is $54,652. After identifying $5,422 in FY 13-14 expenditures, which support and serve our population of unduplicated students, the district's additional supplemental requirement is $60,074. A summary of supplemental and concentration grant funding can be found as an attachment to this document.

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.

Based on the overall calculation, the total estimated cost of increase of services is 4.74%, which is greater than MCOE's current services of 3.69%. The hiring of a supplemental teacher and the purchase of intervention reading software Read 180 will increase services more than the 4.74%.
A summary of the Minimum Proportionality Percentage (MPP) 3.69% can be found as an attached document to the LCAP.

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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.