

## 0Introduction:

LEA: Modoc County Office of Education Contact (Name, Title, Email, Phone Number): Misti Norby, Director of Student Services, [mnorby@modoccoe.k12.ca.us](mailto:mnorby@modoccoe.k12.ca.us), (530) 233-7110 LCAP Year: 2015 - 2016

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 provides Special Education services to the three school districts in Modoc County, as well as to the one school operated by MCOE. As such, those LCAPs contain information about services for their students with disabilities and those plans can be found on the MCOE website at [www.modoccoe.k12.ca.us](http://www.modoccoe.k12.ca.us).

Stronghold Juvenile Court School is a fourth 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 students are usually placed by probation from across the state and have an average stay of six months. The students at Stronghold are considered to have extremely high needs. Many of the students come to our school with reading and math levels below grade level by an average of 2 years or more. Because of this, most of the students participate in a reading or math intervention. In addition, the high school students are credit deficient because they have not been attending school. The students are 100% unduplicated (all low-income, all foster youth), which ensures that when we provide services for 'All' and '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. 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. The maximum and typical enrollment is 30 students; however, we could see 60 to 120 students per year depending on the length of their stay. The average demographics for Stronghold is the following: 15% Black or African American, 27% Hispanic or Latino, 4% American Indian, and 54% White. The special education population that Stronghold serves is mild to moderate, and averages approximately 30%. In addition, we receive support from the SELPA office at Modoc County Office of Education.

\*\*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:

### State Metrics

#### Student Achievement

- a) Standardized Assessments - 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)
- b) API (the high turnover of our students does not reflect an accurate reflection of what students are doing at school)
- c) A-G passage rates (students may not be academically ready for college)
- d) EL Proficiency Progress (the high turnover of students does not allow for much progress to be made)
- e) EL re-classification (the high turnover of students does not allow for reclassification.)
- f) AP passage (students may not qualify for AP classes based on academic levels)
- g) College preparedness based on the EAP test (students are usually academic and credit deficient, making it difficult to be prepared for college)

#### Pupil Engagement

- b) Chronic absenteeism (students are sent to us by the court which means their program requires them to attend school at least 95% of the time.)
- c) Middle school (students are sent to us by the court temporarily until they are transferred back to district)
- d) High school dropout rates (students are sent to us by the court temporarily until they are transferred back to district)
- e) High school graduation rates (students may or may not graduate from our school depending on the court's decision)

### **School Climate**

**b)** Expulsion rates (students are with us because they have been expelled from all other systems)

\*\*Listed below are the metrics that we and our stakeholders believe give a more accurate picture of student success:

#### **State Metrics**

##### **Pupil Engagement**

**a)** School attendance rates

### **School Climate**

**a)** Pupil suspension rates

**c)** Other Local Measures

- 1) Track math and reading achievement using Accelerated Reader
- 2) Track student referrals, in-school suspensions, and off-campus suspension daily
- 3) Passing of the CAHSEE
- 4) Track progress of obtaining credits using Aeries
- 5) Grades are reported weekly to WMGH (parent)
- 6) Quarterly Goal Progress Meeting with WMGH (parent) will be attended quarterly
- 7) Academic progress of foster youth student is reported to social services once a month

## ***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. The LCAP and Annual Update Template must be completed by all LEAs each year.*

*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. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. 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 shall comply with instructions and should 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. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. 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 and English language development 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:**

**Parental involvement:** efforts to seek parent input in decision making at the district and each schoolsite, 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 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 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 consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

**Guiding Questions:**

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; 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? How was the information made available?
- 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 representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process for 2015-2016	Impact on LCAP
<p><b>1. October 27, 2014 - School Site Council/ LCAP Committee</b> 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.</p> <ul style="list-style-type: none"> <li>Discussion with the school site council and LCAP committee, which included an overview of actions and services that have been accomplished to date on the LCAP. Based on student referrals, in-school suspension, and off-campus suspensions updates were given on the effectiveness of program implementation. Current reading levels and math levels were assessed.</li> </ul> <p><b>2. November 5, 2014 - Goal Progress Meeting</b> End of 1<sup>st</sup> quarter grades and credits were discussed with the parents and staff. Updates on student progress, and needs were reviewed and goals were put in place.</p> <p><b>3. December 15, 2014 - School Site Council/ LCAP Committee</b> 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.</p> <ul style="list-style-type: none"> <li>Discussion with the school site council and LCAP committee, which included an overview of actions and services that have been accomplished</li> </ul>	<p><b>1.</b> This presentation informed the school site council and LCAP committee on the current progress implementation on the LCAP's actions and services. Results of student referrals, in-school suspensions, and off-campus suspension were reviewed. It was noted that the variations in numbers with referrals occur because of the following: new students, student home passes, phase meetings, medical appointments, and counseling sessions. It was also noted that the success of current programs being implemented have helped with student engagement, which in turn helped with student academics. <a href="http://www.modocoe.k12.ca.us/educational-services/local-control-and-accountability-plans">http://www.modocoe.k12.ca.us/educational-services/local-control-and-accountability-plans</a></p> <p><b>2.</b> School staff met with the parents at Warner Mountain Group Home to review each student's academic and behavioral progress. Updated student quarterly test scores in reading and math were also reviewed. Depending on the needs of the students, adjustments were made to their classes, and/or interventions. It was noted that students who participated in READ180 were telling the dorm managers that they liked the program and were learning from it. Achievement and engagement for this group is high.</p> <p><b>3.</b> The presentation given to the school site council and LCAP committee provided an opportunity to review the LCAP's actions and services, and the status of current implementation. Results of student referrals, in-school suspensions, and off-campus suspension were reviewed. Progress on student reading and math levels showed gains and losses. However, it was noted that</p>

<p>to date on the LCAP. Based on student referrals, in-school suspension, and off-campus suspensions updates were given on the effectiveness of program implementation. Current reading levels and math levels were assessed.</p> <p><b>4. February 4, 2015</b> End of 2<sup>nd</sup> quarter grades and credits were discussed with the parents and staff. Updates on student progress, and needs were reviewed and goals were put in place for students.</p> <p><b>5. February 9, 2015 – Stakeholder Survey sent out to the following groups:</b> Students, certificated staff, classified staff, CSEA union, MCTA union, administration, parent, Warner Mountain Group Home, Department of Social Services.</p> <p><b>6. February 10, 2015- Department of Social Services</b> Meeting was held with the Department of Social Services case workers.</p> <p><b>7. February 17, 2015 - Modoc County Office of Education Board Meeting</b></p>	<p>the students who participated in the READ180 program all achieved academic growth. In addition, it was noted that student progress could be effected because of the following: new students, student home passes, phase meetings, medical appointments, and counseling sessions.</p> <p><b>4.</b> School staff met with the parents at Warner Mountain Group Home to review each student’s academic and behavioral progress. Updated student quarterly test scores in reading and math were also reviewed. Depending on the needs of the students, adjustments were made to their classes, and/or interventions. Further discussion took place on options for math curriculum. Currently, Math180 and CPM are being looked at for possible adoption.</p> <p><b>5.</b> Surveys were sent via email, and hard copy. Results were gathered and will be discussed in future meetings.</p> <p><b>6.</b> Discussion with Department of Social Services resulted in the following:</p> <ul style="list-style-type: none"> <li>• Staff wanted to continue meeting regularly with the FY coordinator regarding students.</li> <li>• Staff wanted to continue the communication with FY Coordinator and schools.</li> <li>• Appreciated the wrap-around services that the county and schools provided.</li> <li>• Department of Social Services would like FY coordinator to participate in their monthly staff meetings to continue collaborating working with each other and coordinating services for students.</li> </ul> <p><b>7.</b> The presentation given to the MCOE board and public</p>
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Discussion with the Board and public that included an overview of actions and services that have been accomplished to date on the LCAP. Based on student referrals, in-school suspension, and off-campus suspensions updates were given on the effectiveness of program implementation.

**8. February 23, 2015 - School Site Council/ LCAP Committee**

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.

- Discussion with the school site council and LCAP committee, which included an overview of actions and services that have been accomplished to date on the LCAP. Based on student referrals, in-school suspension, and off-campus suspensions updates were given on the effectiveness of program implementation. Current reading levels and math levels were assessed.

provided an opportunity to review the LCAP's actions and services, and the status of current implementation. Results of student referrals, in-school suspensions, and off-campus suspension were reviewed. It was noted that the variations in numbers with referrals occur because of the following: new students, student home passes, phase meetings, medical appointments, and counseling sessions. Progress on student reading and math levels showed gains and losses. However, it was noted that the students who participated in the READ180 program all achieved academic growth. In addition, it was discussed that student progress could be effected because of the following: new students, student home passes, phase meetings, medical appointments, and counseling sessions.

8. The presentation given to the school site council and the LCAP committee, provided an opportunity to review the LCAP's actions and services, and the status of current implementation. Results of student referrals, in-school suspensions, and off-campus suspension were reviewed. Over all a decrease was shown in referrals for the last 5 months compared to last year. Progress on student reading and math levels showed gains and losses. However, it was noted that the students who participated in the READ180 program all continue to show academic growth. In addition, it was discussed that student progress could be effected because of the following: new students, student home passes, phase meetings, medical appointments, and counseling sessions. The group agreed that they wanted to pursue purchasing MATH180, but to continue looking for an Algebra 1 program. The administrator noted that the she was working with maintenance to find a contractor to get bids on the building projects proposed last year. This will take time due to new legislation.



**9. March 11, 2015- Student Feedback on LCAP**

Discussion with students on surveys that were received.

**10. March 13, 2015- Staff Meeting**

Discussion with the school site council and LCAP committee, which included an overview of actions and services that have been accomplished to date on the LCAP. Based on student referrals, in-school suspension, and off-campus suspensions updates were given on the effectiveness of program implementation. Current reading levels and math levels were assessed. Survey results were presented.

**11. March 16, 2015- School Site Council/ LCAP Committee**

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. (no parents from WMGH showed, requiring another meeting to be scheduled on March 26<sup>th</sup>)

- Discussion with the school site council and LCAP committee, which included an overview of actions and services that have been accomplished to date on the LCAP. Based on student referrals, in-school suspension, and off-campus suspensions updates were given on the effectiveness of program implementation. Current reading levels and math levels were assessed. Survey results were presented.

9. Three separate meeting were held with students regarding the student survey. The following is a list of student suggestions:

- Open house
- Projects
- Art
- Life skills
- School-wide incentive program
- School-wide theme

10. The staff was happy to see the decline of student referrals, in-school suspensions, and off-campus suspension. Discussions took place on why and patterns were noted on when referrals increased (such as student home passes, and student turnover). It was also noted that all the students who participated in READ180 showed growth in their reading levels. Discussion took place to use praise reports as part of the metrics used in assessing students positive behavior. Perfection math was presented as a possible curriculum for Algebra 1.

11. Attendees took the time to review proposed goals and with actions and services. It was agreed to move forward with the LCAP draft.

<p><b>12. April 20, 2015 – Warner Mountain Group Home Parent Meeting</b> Discussion with Warner Mountain Group Home, which included an overview of actions and services that have been accomplished to date on the LCAP. Based on student referrals, in-school suspension, and off-campus suspensions updates were given on the effectiveness of program implementation. Current reading levels and math levels were assessed. Survey results were presented.</p> <p><b>13. April 20, 2015 - School Site Council/ LCAP Committee</b> 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. (no parents from WMGH showed, requiring another meeting to be scheduled on April 20<sup>th</sup>)</p> <ul style="list-style-type: none"> <li>• Discussion with the school site council and LCAP committee, which included an overview of actions and services that have been accomplished to date on the LCAP. Based on student referrals, in-school suspension, and off-campus suspensions updates were given on the effectiveness of program implementation. Current reading levels and math levels were assessed. Survey results were presented.</li> </ul> <p><b>14. May 12, 2015 Community Advisory Committee meeting was held for special education</b></p> <p><b>15. May 26, 2015 Modoc County Office of Education</b> Presentation was made to the Board and public on the completed version of the LCAP.</p> <p><b>16. Response from Superintendent on the May 26,2015, meeting</b></p> <p><b>17. June 16, 2015 Modoc County Office of Education</b> Board meeting held to approve the LCAP.</p>	<p><b>12.</b> Suggestions were made by Warner Mountain Group Home to continue with the praise reports that are sent over. Students really enjoy receiving these, and share them with their dorm managers and probation officers. Another suggestion was to collaborate with WMGH on recognizing students who have perfect point weeks and quarterly GPA awards. WMGH was pleased with the changes and results thus far. All goals, actions, and service were agreed on.</p> <p><b>13.</b> Staff was informed of the meeting results that took place with Warner Mountain Group Home. They agreed that the praise reports were important to the students and should be used as a possible metrics. All goals, actions, and service were agreed on.</p> <p><b>14.</b> No Quorum for a meeting</p> <p><b>15.</b> 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.</p> <p><b>16.</b> No questions were asked at the board meeting for the superintendent to respond to.</p> <p><b>17.</b> Board approved LCAP</p>
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	<p>Based upon the input provided by stakeholders, the 2015 - 2016 LCAP's focus should continue to be in following areas as they were deemed pertinent:</p> <ul style="list-style-type: none"> <li>• Improve student academic levels</li> <li>• Improve student behavior</li> <li>• Improve student buy-in toward their education and the importance of being college and/or career ready</li> </ul>
<p><b>Annual Update:</b></p> <ol style="list-style-type: none"> <li><b>1. September 16, 2014 - Modoc County Office of Education Board Meeting</b> Discussion with the Board and public that included an overview of actions and services that have been accomplished to date on the LCAP.</li> <li><b>2. October 21, 2014 - Modoc County Office of Education Board Meeting</b> Discussion with the Board and public that included an overview of actions and services that have been accomplished to date on the LCAP. Based on student referrals, in-school suspension, and off-campus suspensions updates were given on the effectiveness of program implementation.</li> <li><b>3. October 27, 2014 - School Site Council/ LCAP Committee</b> 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. <ul style="list-style-type: none"> <li>• Discussion with the school site council and LCAP committee, which included an overview of actions and services that have been accomplished to date on the</li> </ul> </li> </ol>	<p><b>Annual Update:</b></p> <ol style="list-style-type: none"> <li><b>1.</b> This presentation allowed the MCOE board and public the opportunity to hear of how the LCAP's actions and services are being implemented. It set the foundation for open dialogue with the board and public. Presentation was posted on the MCOE website. <a href="http://www.modoccoe.k12.ca.us/educational-services/local-control-and-accountability-plans">http://www.modoccoe.k12.ca.us/educational-services/local-control-and-accountability-plans</a></li> <li><b>2.</b> This presentation allowed the MCOE board and public the opportunity to hear how the LCAP's actions and services are being implemented. Results of student referrals, in-school suspensions, and off-campus suspension were reviewed. It was noted that the variations in numbers with referrals occur because of the following: new students, student home passes, phase meetings, medical appointments, and counseling sessions.</li> <li><b>3.</b> This presentation informed the school site council and LCAP committee on the current progress implementation on the LCAP's actions and services. Base line results of student referrals, in-school suspensions, and off-campus suspension were reviewed.</li> </ol>

LCAP. Based on student referrals, in-school suspension, and off-campus suspensions updates were given on the effectiveness of program implementation. Current reading levels and math levels were assessed.

**4. November 5, 2014 - Goal Progress Meeting**

End of 1<sup>st</sup> quarter grades and credits were discussed with the parents and staff. Updates on student progress, and needs were reviewed and goals were put in place.

**5. December 9, 2014 - Modoc County Office of Education Board Meeting**

Discussion with the Board and public that included an overview of actions and services that have been accomplished to date on the LCAP. Based on student referrals, in-school suspension, and off-campus suspensions updates were given on the effectiveness of program implementation.

**6. February 17, 2015 - Modoc County Office of Education Board Meeting**

Discussion with the Board and public that included an overview of actions and services that have been accomplished to date on the LCAP. Based on student referrals, in-school suspension, and off-campus suspensions updates were given on the effectiveness of program implementation.

**7. February 23, 2015 - School Site Council/ LCAP Committee**

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.

- Discussion with the school site council and LCAP committee, which included an overview of actions and services that have been accomplished to date on the

**4.** School staff met with the parents at Warner Mountain Group Home to review each student's academic and behavioral progress. Updated student quarterly test scores in reading and math were also reviewed. Depending on the needs of the students, adjustments were made to their classes, and/or interventions.

**5.** The presentation given to the MCOE board and public provided an opportunity to review the LCAP's actions and services, and the status of current implementation. Results of student referrals, in-school suspensions, and off-campus suspension were reviewed. Progress on student reading and math levels showed gains and losses.

**6.** The presentation given to the MCOE board and public provided an opportunity to review the LCAP's actions and services, and the status of current implementation. Results of student referrals, in-school suspensions, and off-campus suspension were reviewed. It was noted that the variations in numbers with referrals occur because of the following: new students, student home passes, phase meetings, medical appointments, and counseling sessions. Progress on student reading and math levels showed gains and losses.

**7.** The presentation given to the school site council and the LCAP committee, provided an opportunity to review the LCAP's actions and services, and the status of current implementation. Results of student referrals, in-school suspensions, and off-campus suspension were reviewed. Over all a decrease was shown in referrals for the last 5 months. Progress on

<p>LCAP. Based on student referrals, in-school suspension, and off-campus suspensions updates were given on the effectiveness of program implementation. Current reading levels and math levels were assessed.</p> <p><b>8. March 4, 2015</b>  Grades and credits were discussed with the parents and staff. Updates on student progress, and needs were reviewed and goals were put in place.</p>	<p>student reading and math levels showed gains and losses.</p> <p><b>8.</b> School staff met with the parents at Warner Mountain Group Home to review each student's academic and behavioral progress. Reviewed the status of upcoming graduates. Depending on the needs of the students, adjustments were made to their classes, and/or interventions.</p> <p><b>Shared at each meeting</b>  <b>Goal #1</b>  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.</p> <ul style="list-style-type: none"> <li>• Purchase Read180- Purchased in July 2015</li> <li>• Professional Development- ongoing</li> <li>• Hire a full-time Teacher- was able to hire a part-time teacher</li> <li>• Professional Learning Coordinator- ongoing</li> <li>• Follow county-wide expulsion plan- as needed</li> <li>• Track student progress</li> </ul> <p><b>Goal #2</b>  Improve learning environment.</p> <ul style="list-style-type: none"> <li>• Hire a full-time Teacher- was able to hire a part-time teacher</li> <li>• Purchase a magnetic door with camera.</li> <li>• Hire a clerical assistant to manage the student discipline forms.</li> <li>• Research and provide professional development in classroom management- staff will attend Professional Development on Capturing Kids Hearts in 2015</li> <li>• Obtain quotes for the facility improvements- quotes</li> </ul>
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	<p>have been received</p> <ul style="list-style-type: none"> <li>• Follow county-wide expulsion plan- as needed</li> </ul> <p><b>Data from Accelerated Reader in Math</b> (see attached appendices)</p> <p><b>Data from Accelerated Reader in Reading</b> (see attached appendices)</p> <p><b>Baseline Data for Referrals, In-school and Off-Campus Suspensions:</b> Results of student referrals, in-school suspensions, and off-campus suspension vary depending on new students, phase meetings, holidays and home visits. (see attached appendices)</p> <p><b>Standardized Tests: CAHSEE Results</b> (see attached appendices)</p> <p><b>OdysseyWare (credit recovery)</b> Average credits earned for the 14/15 school year in credit recovery is 42.86.</p>
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## Section 2: Goals, Actions, Expenditures, and Progress Indicators

### Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table 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.

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, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

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, schoolsite-level advisory groups, as applicable (e.g., schoolsite 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.

**Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.**

**Goal:** Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites 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 schoolsite.

**Related State and/or Local Priorities:** Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

**Identified Need:** Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

**Schools:** Identify the schoolsites to which the goal applies. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

**Applicable Pupil Subgroups:** Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

**Expected Annual Measurable Outcomes:** For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

**Actions/Services:** For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

**Scope of Service:** Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

**Pupils to be served within identified scope of service:** For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

**Budgeted Expenditures:** For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure.



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 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 parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite 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 unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes 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?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) 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?

<b>GOAL:</b>	#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.	Related State and/or Local Priorities: 1 <u>x</u> 2 <u>X</u> 3 <u>  </u> 4 <u>x</u> 5 <u>x</u> 6 <u>  </u> 7 <u>x</u>
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		8_ <u>x</u>	
		COE only: 9_ <u>x</u> 10_ <u>x</u>	
		Local : Specify _____	
Identified Need :	Close the achievement gap for all student including foster youth and expelled students who are performing below grade level and are credit deficient, as identified by: assessment data, student suspensions, stakeholder and community input.		
Goal Applies to:	Schools:	Stronghold Juvenile Court School	
	Applicable Pupil Subgroups:	All	
<b>LCAP Year 1: 2015-16</b>			
Expected Annual Measurable Outcomes:	<p>Due to the high mobility rate the increase of student growth will be dependent on their length of stay.</p> <ul style="list-style-type: none"> <li>Students attending Stronghold will increase their reading level and their math level, as measured by Accelerated Reader. Students will be given entrance tests upon entering the school, which will give baseline data on the student. Post-test will be given before the student exits the program.</li> <li>Students will make progress towards increasing their high school credit and work towards a high school diploma with an emphasis on college/ career readiness, as measured by Aeries transcript tracking program.</li> <li>As measured by the local measures below, the County Foster Youth Coordinator will continue to collaborate, consult, and coordinate with local school districts and local county agencies which include department of justice and the child welfare agency to identify, provide access, and monitor student participation and academic progress in school, which will mirror that of the general student population. Transfer of records, and health/education passports will be sent via fax, email, or certified mail depending on the request sent by agency.</li> </ul> <p><b>State Metrics:</b> (Please see Introduction on why certain metrics do not apply)</p> <p><b>Pupil Engagement</b> a) School attendance rates</p> <p><b>School Climate</b> a) Pupil suspension rates c) Other local measures:</p> <ol style="list-style-type: none"> <li>Tracking math and reading achievement using Accelerated Reader</li> <li>Passing of the CAHSEE</li> <li>Track progress of obtaining credits using Aeries</li> <li>Grades will be reported weekly to WMGH (parent)</li> <li>Goal Progress meetings with WMGH (parent) will be attended quarterly</li> <li>Academic progress of foster youth student will be reported to social services once a month</li> </ol>		
Actions/Services		Scope of Service	Budgeted Expenditures
Curriculum- the following curriculum will be utilized		All	<u>x</u> ALL Curriculum

as part of MCOE's assessment of Pupil Achievement. The curriculum items listed are tied to the local measures used to show achievement.

- a) Math180 will be used as a school wide intervention program which benefits our special education students. It also includes an English Language Development component for English learners, which will help with academic achievement and English Language instruction.
- b) Algebra 1 is a yearly license purchase for high school and provides course access to students that is aligned to the state standards.
- c) OdysseyWare is a credit recovery program which will help the students achieve the credits that they need in order to graduate from high school. It also provides course access to students that is aligned to the state standards.
- d) Character Based Literacy (CBL) is an ELA curriculum used for 7<sup>th</sup> - 12<sup>th</sup> grades. This curriculum is designed specifically for the population we serve, and is aligned to the state standards.
- e) Will continue to provide and will purchase textbooks for Read180 intervention program which benefits our special education population who struggle in reading and writing. It also includes an English Language Development component for English learners. This curriculum will help with academic achievement and

OR:

☐ Low Income pupils ☐ English Learners  
☐ Foster Youth ☐ Redesignated fluent English proficient  
☐ Other Subgroups: (Specify) \_\_\_\_\_

a) **\$36,477.63**  
*Funding Resource:*  
 LCFF  
*Object code:* 5800

b) **\$472.76**  
*Funding Resource:*  
 LCFF  
*Object code:* 5800

c) **\$10,800**  
*Funding Resource:*  
 Title I Part D  
*Object Code:* 5800

d) **\$500.00**  
*Funding Resource:*  
 LCFF  
*Object code:* 4300

e) **\$ 900.00**  
*Funding Resource:*  
 LCFF Supplemental  
 and Concentration  
*Object code:* 5800

f) **\$2,500**  
*Funding Resource:*  
 LCFF Supplemental  
 and Concentration  
*Object Code:* 5800

g) **\$1000.00**  
*Funding Resource:*  
 LCFF Supplemental  
 and Concentration  
*Object Code:* 5800

<p>English Language instruction.</p> <p>f) Supplemental Materials</p> <p>    a. Library books</p> <p>    b. CBL reading books that go with the CBL ELA curriculum</p> <p>g) Job Interest Software</p> <p>    a. Conover Online program allows students to take a skills interest test. Based on the results students will then research professions that they are interested in.</p>			
<p><u>Technology-</u> the technology described below will be used to implement the curriculum.</p> <ul style="list-style-type: none"> <li>Maintenance or replacement cost for computers.</li> </ul>	All	<p><u>  x  </u> ALL</p> <hr/> <p>OR:</p> <p><u>    </u> Low Income pupils <u>    </u> English Learners</p> <p><u>    </u> Foster Youth <u>    </u> Redesignated fluent English proficient</p> <p><u>    </u> Other Subgroups:(Specify)_____</p>	<p><b>Technology</b></p> <p><b>\$ 8,000.00</b></p> <p><i>Funding Resource:</i> LCFF Supplemental and Concentration Object Code: 4400</p>
<p><u>Professional Development-</u> the following professional development will be used to improve instruction and increase pupil achievement as indicated by state ELA, Math, and Science Standards.</p> <p>a) Professional Learning Coordinator ELA – MCOE provides one-on-one coaching for teachers, and ongoing professional development in state standards</p> <p>b) Professional Learning Coordinator STEM – MCOE provides one-on-one coaching for teachers, and ongoing professional development in state standards.</p>	All	<p><u>  x  </u> ALL</p> <hr/> <p>OR:</p> <p><u>    </u> Low Income pupils <u>    </u> English Learners</p> <p><u>    </u> Foster Youth <u>    </u> Redesignated fluent English proficient</p> <p><u>    </u> Other Subgroups:(Specify)_____</p>	<p><b>Prof. Dev.</b></p> <p>a) <b>\$22,781.00</b></p> <p><i>Funding Resource:</i> LCFF Supplemental and Concentration Object Code: 1000-3000</p> <p>b) <b>\$18,473.00</b></p> <p><i>Funding Resource:</i> LCFF Supplemental and Concentration Object Code: 1000-3000</p>
<u>Foster Youth Coordinator</u>	All	<u>  x  </u> ALL	<b>FY Coord.</b>

- County Foster Youth Coordinator will continue to collaborate, consult, and coordinate with local school districts and local county agencies which include department of justice and the child welfare agency to identify, provide access, and monitor student participation and academic progress in school, which will mirror that of the general student population. Communication between agencies will be established upon entrance of student. All required documentation (i.e. health passport, education records, IEP information) will be transferred via fax, email, or certified mail.

OR:

☐ Low Income pupils   ☐ English Learners  
☐ Foster Youth   ☐ Redesignated fluent English proficient  
☐ Other Subgroups:(Specify)\_\_\_\_\_

**\$27,861.00**

*Funding Resource:*  
*Foster Youth Grant*  
*Object Code: 1000-3000*

**\$14,276.00**

*Funding Resource:*  
*LCFF Supplemental and Concentration*  
*Object Code: 1000-3000*

**Expelled Youth**

- MCOE will coordinate with local districts to provide services to expelled youth to include continuation of achieving credits and to continue on the college/career pathway. Follow county-wide expulsion plan.

[https://cc3223dd-a-82804f73-s-sites.googlegroups.com/a/modoccoe.k12.ca.us/modoc-county-office-of-education/special-education/Countywide%20Plan%20for%20Expelled%20Students%20-%20Modoc.pdf?attachauth=ANoY7cocxKHqEsiYxBcufQzsQ7oMmAzoEsdYuzjf83sw0ILdG-ZJn-bx6iWxyLsUCFiX5-yw3YTQuG65x5w0HsLXC7Y7mfkgJZDiZZQldgNhSl5jp2kZ2FtO9ulmAQOqHf0k8evRoUT9UEQl6B9k4rAU1vwsySZYCZBEQ9AcVysEkhd5y2WhwjG5\\_aUf3nEj4S3O4q3BZedO4dM\\_G4DX5McbJk4Y1WbQrjqRVhrLsv7-IQVKEh1D2WQ82gEZkNbdiuTlnpOpljWxdZ8epWHQ5s\\_KOnYHBK3UYBxwrMvmurSY9zCz5tPMcoJx5MSrPWS7OwewSu81N9&attredirects=0](https://cc3223dd-a-82804f73-s-sites.googlegroups.com/a/modoccoe.k12.ca.us/modoc-county-office-of-education/special-education/Countywide%20Plan%20for%20Expelled%20Students%20-%20Modoc.pdf?attachauth=ANoY7cocxKHqEsiYxBcufQzsQ7oMmAzoEsdYuzjf83sw0ILdG-ZJn-bx6iWxyLsUCFiX5-yw3YTQuG65x5w0HsLXC7Y7mfkgJZDiZZQldgNhSl5jp2kZ2FtO9ulmAQOqHf0k8evRoUT9UEQl6B9k4rAU1vwsySZYCZBEQ9AcVysEkhd5y2WhwjG5_aUf3nEj4S3O4q3BZedO4dM_G4DX5McbJk4Y1WbQrjqRVhrLsv7-IQVKEh1D2WQ82gEZkNbdiuTlnpOpljWxdZ8epWHQ5s_KOnYHBK3UYBxwrMvmurSY9zCz5tPMcoJx5MSrPWS7OwewSu81N9&attredirects=0)

All

☒ ALL

OR:

☐ Low Income pupils   ☐ English Learners  
☐ Foster Youth   ☐ Redesignated fluent English proficient  
☐ Other Subgroups:(Specify)\_\_\_\_\_

No additional cost

### LCAP Year 2: 2016-17

#### Expected Annual Measurable Outcomes:

Due to the high mobility rate the increase of student growth will be dependent on their length of stay.

- Students attending Stronghold will increase their reading level and their math level, as measured by Accelerated Reader. Students will be given entrance tests upon entering the school, which will give baseline data on the student. Post-test will be given before the student exits the program.
- Students will make progress towards increasing their high school credit and work towards a high school diploma with an emphasis on college/ career readiness, as measured by Aeries transcript tracking program.
- As measured by the local measures below, the County Foster Youth Coordinator will continue to collaborate, consult, and coordinate with local school districts and local county agencies which include department of justice and the child welfare agency to identify, provide access, and monitor student participation and academic progress in school, which will mirror that of the general student population. Transfer of records, and health/education passports will be sent via fax, email, or certified mail depending on the request sent by agency.

**State Metrics:** (Please see Introduction on why certain metrics do not apply)

#### Pupil Engagement

a) School attendance rates

#### School Climate

a) Pupil suspension rates

c) Other local measures:

- 1) Tracking math and reading achievement using Accelerated Reader
- 2) Passing of the CAHSEE
- 3) Track progress of obtaining credits using Aeries
- 4) Grades will be reported weekly to WMGH (parent)
- 5) Goal Progress meetings with WMGH (parent) will be attended quarterly
- 6) Academic progress of foster youth student will be reported to social services once a month

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<u>Curriculum</u> - the following curriculum will be utilized as part of MCOE's assessment of Pupil Achievement. The curriculum items listed are ties to the local measures used to show achievement. a) Will continue to provide and will purchase textbooks for Math180. Math180 will be used as a school-wide intervention program which benefits our special education students. It also includes an English	All	<u>  x  </u> ALL OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify) _____	<u>Curriculum</u> a) \$ 900.00 Funding Resource: LCFF Supplemental and Concentration Object code: 5800  b) \$ 1,400 Funding Resource: LCFF Object code: 5800

- Language Development component for English learners. This curriculum will help with academic achievement and English Language instruction.
- b) Algebra 1 is a 7 year license purchase for high school, and provides course access to students that is aligned to the state standards.
  - c) OdysseyWare is a credit recovery program which will help the students achieve the credits that they need in order to graduate from high school. It also provides course access to students that is aligned to the state standards.
  - d) Character Based Literacy (CBL) is an ELA curriculum used for 7<sup>th</sup> - 12<sup>th</sup> grades. This curriculum is designed specifically for the population we serve, and is aligned to the state standards.
  - e) Will continue to provide and will purchase textbooks for Read180 intervention program which benefits all of our students including our special education population who struggle in reading and writing. It also includes an English Language Development component for English learners. This curriculum will help with academic achievement and English Language instruction.
  - f) Supplemental Materials
    - a. Library books
    - b. CBL reading books that go with the CBL ELA curriculum

- c) **\$10,800**  
*Funding Resource:*  
*Title I Part D*  
*Object Code: 5800*
- d) **\$500.00**  
*Funding Resource:*  
*LCFF*  
*Object code: 4300*
- e) **\$900.00**  
*Funding Resource:*  
*LCFF Supplemental*  
*and Concentration*  
*Object code: 5800*
- f) **\$2,500**  
*Funding Resource:*  
*LCFF Supplemental*  
*and Concentration*  
*Object code: 4300*
- g) **\$1000.00**  
*Funding Resource:*  
*LCFF Supplemental*  
*and Concentration*  
*Object Code: 4300*

<p>g) Job Interest Software</p> <p>a. Conover Online program allows students to take a skills interest test. Based on the results students will then research professions that they are interested in.</p> <p>h) Research and make possible purchase of High School Read180 program.</p>			
<p><u>Technology-</u> the technology described below will be used to implement the curriculum.</p> <ul style="list-style-type: none"> <li>Maintenance or replacement cost for computers</li> </ul>	All	<p><u>  x  </u> ALL</p> <hr/> <p>OR:</p> <p><u>  </u> Low Income pupils <u>  </u> English Learners</p> <p><u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient</p> <p><u>  </u> Other Subgroups:(Specify) _____</p>	<p><u>Technology</u></p> <p><b>\$ 3,000.00</b></p> <p><i>Funding Resource: LCFF Supplemental and Concentration Object Code: 4400</i></p>
<p><u>Professional Development-</u> the following professional development will be used to improve instruction and increase pupil achievement as indicated by state ELA, Math, and Science Standards.</p> <ul style="list-style-type: none"> <li>Professional Learning Coordinator ELA/STEM- MCOE provides one-on-one coaching for teachers, and ongoing professional development in state standards.</li> </ul>	All	<p><u>  x  </u> ALL</p> <hr/> <p>OR:</p> <p><u>  </u> Low Income pupils <u>  </u> English Learners</p> <p><u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient</p> <p><u>  </u> Other Subgroups:(Specify) _____</p>	<p><u>Prof. Dev.</u></p> <p><b>\$24,011.00</b></p> <p><i>Funding Resource: LCFF Supplemental and Concentration Object Code: 1000-3000</i></p>
<p><u>Foster Youth Coordinator</u></p> <ul style="list-style-type: none"> <li>County Foster Youth Coordinator will continue to collaborate, consult, and coordinate with local school districts and local county agencies which include department of justice and the child welfare</li> </ul>	All	<p><u>  x  </u> ALL</p> <hr/> <p>OR:</p> <p><u>  </u> Low Income pupils <u>  </u> English Learners</p> <p><u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient</p> <p><u>  </u> Other Subgroups:(Specify) _____</p>	<p><u>FY Coord.</u></p> <p><b>\$29,539.00</b></p> <p><i>Funding Resource: Foster Youth Grant Object Code: 1000-3000</i></p> <p><b>\$14,276.00</b></p>



<p>agency to identify, provide access, and monitor student participation and academic progress in school, which will mirror that of the general student population. Communication between agencies will be established upon entrance of student. All required documentation (i.e. health passport, education records, IEP information) will be transferred via fax, email, or certified mail.</p>			<p><i>Funding Resource: LCFF Supplemental and Concentration Object Code: 1000-3000</i></p>
<p><b>Expelled Youth</b></p> <ul style="list-style-type: none"> <li>MCOE will coordinate with local districts to provide services to expelled youth to include continuation of achieving credits and to continue on the college/career pathway. Follow county-wide expulsion plan.</li> </ul> <p><a href="https://cc3223dd-a-82804f73-s-sites.googlegroups.com/a/modoccoe.k12.ca.us/mod-oc-county-office-of-education/special-education/Countywide%20Plan%20for%20Expelled%20Students%20-%20Modoc.pdf?attachauth=ANoY7cocxKHqEsiYxBcufQzsQ7oMmAzoEsdYuzjf83sw0ILdG-ZJn-bx6iWxyLsUCFiX5-yw3YTQuG65x5w0HsLXC7Y7mfgkJZDiZZQldgNhSl5jp2kZ2FtO9ulmAQOqHf0k8evRoUT9UEQl6B9k4rAU1vwsySZYCZBEQ9AcVysEkhd5y2WhwjG5_aUf3nEj4S3O4q3BZedO4dM_G4DX5McbJk4Y1WbQrjgRVhrLsv7-IQVKEh1D2WQ82gEZkNbdiuTlnpOpljWxdZ8epWHQ5s_KOnYHBK3UYBxwrMvmurSY9zCz5tPMcoJx5_MsrPWS7OwewSu81N9&amp;attredirects=0">https://cc3223dd-a-82804f73-s-sites.googlegroups.com/a/modoccoe.k12.ca.us/mod-oc-county-office-of-education/special-education/Countywide%20Plan%20for%20Expelled%20Students%20-%20Modoc.pdf?attachauth=ANoY7cocxKHqEsiYxBcufQzsQ7oMmAzoEsdYuzjf83sw0ILdG-ZJn-bx6iWxyLsUCFiX5-yw3YTQuG65x5w0HsLXC7Y7mfgkJZDiZZQldgNhSl5jp2kZ2FtO9ulmAQOqHf0k8evRoUT9UEQl6B9k4rAU1vwsySZYCZBEQ9AcVysEkhd5y2WhwjG5_aUf3nEj4S3O4q3BZedO4dM_G4DX5McbJk4Y1WbQrjgRVhrLsv7-IQVKEh1D2WQ82gEZkNbdiuTlnpOpljWxdZ8epWHQ5s_KOnYHBK3UYBxwrMvmurSY9zCz5tPMcoJx5_MsrPWS7OwewSu81N9&amp;attredirects=0</a></p>	All	<p><u>  x  </u> ALL</p> <p>OR:</p> <p><u>  </u> Low Income pupils <u>  </u> English Learners</p> <p><u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient</p> <p><u>  </u> Other Subgroups:(Specify)_____</p>	No additional cost
<p align="center"><b>LCAP Year 3: 2017-18</b></p>			
<p><b>Expected Annual Measurable</b></p>	<p>Due to the high mobility rate the increase of student growth will be dependent on their length of stay.</p> <ul style="list-style-type: none"> <li>Students attending Stronghold will increase their reading level and their math level, as measured by Accelerated Reader. Students will be given</li> </ul>		

<b>Outcomes:</b>	<p>entrance tests upon entering the school, which will give baseline data on the student. Post-test will be given before the student exits the program.</p> <ul style="list-style-type: none"><li>Students will make progress towards increasing their high school credit and work towards a high school diploma with an emphasis on college/ career readiness, as measured by Aeries transcript tracking program.</li><li>As measured by the local measures below, the County Foster Youth Coordinator will continue to collaborate, consult, and coordinate with local school districts and local county agencies which include department of justice and the child welfare agency to identify, provide access, and monitor student participation and academic progress in school, which will mirror that of the general student population. Transfer of records, and health/education passports will be sent via fax, email, or certified mail depending on the request sent by agency.</li></ul> <p><b>State Metrics:</b> (Please see Introduction on why certain metrics do not apply)</p> <p><b>Pupil Engagement</b> a)School attendance rates</p> <p><b>School Climate</b> a)Pupil suspension rates c)Other local measures:</p> <ol style="list-style-type: none"><li>Tracking math and reading achievement using Accelerated Reader</li><li>Passing of the CAHSEE</li><li>Track progress of obtaining credits using Aeries</li><li>Grades will be reported weekly to WMGH (parent)</li><li>Goal Progress meetings with WMGH (parent) will be attended quarterly</li><li>Academic progress of foster youth student will be reported to social services once a month</li></ol>			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<u>Curriculum</u> - the following curriculum will be utilized as part of MCOE’s assessment of Pupil Achievement. The curriculum items listed are ties to the local measures used to show achievement. a) Will continue to provide and will purchase textbooks for Math180. Math180 will be used as a school-wide intervention program which benefits our special education students. It also includes an English Language Development component for English learners. This curriculum will help with academic achievement and English		All	<u>  x  </u> ALL OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups: (Specify)_____	<u>Curriculum</u> a) <b>\$ 900.00</b> <i>Funding Resource:</i> <i>LCFF Supplemental and Concentration</i> <i>Object code: 5800</i>  b) <b>\$10,800</b> <i>Funding Resource:</i> <i>Title I Part D</i> <i>Object Code: 5800</i>  c) <b>\$500.00</b> <i>Funding Resource:</i> <i>LCFF</i> <i>Object code: 4300</i>

<p>Language instruction.</p> <p>b) OdysseyWare is a credit recovery program which will help the students achieve the credits that they need in order to graduate from high school. It also provides course access to students that is aligned to the state standards.</p> <p>c) Character Based Literacy (CBL) is an ELA curriculum used for 7<sup>th</sup> - 12<sup>th</sup> grades. This curriculum is designed specifically for the population we serve, and is aligned to the state standards.</p> <p>d) Will continue to provide and will purchase textbooks for Read180 intervention program which benefits all of our students including our special education population who struggle in reading and writing. It also includes an English Language Development component for English learners. This curriculum will help with academic achievement and English Language instruction.</p> <p>e) Supplemental Materials</p> <ol style="list-style-type: none"> <li>Library books</li> <li>CBL reading books that go with the CBL ELA curriculum</li> </ol> <p>f) Job Interest Software</p> <ol style="list-style-type: none"> <li>Conover Online program allows students to take a skills interest test. Based on the results students will then research professions that they are interested in.</li> </ol>	All	<div></div>	<p>d) <b>\$900.00</b>  <i>Funding Resource:</i>  <i>LCFF Supplemental and Concentration</i>  <i>Object code: 5800</i></p> <p>e) <b>2,500</b>  <i>Funding Resource:</i>  <i>LCFF Supplemental and Concentration</i>  <i>Object code: 4300</i></p> <p>f) <b>\$1000.00</b>  <i>Funding Resource:</i>  <i>LCFF Supplemental and Concentration</i>  <i>Object Code: 4300</i></p>
<p><u>Technology-</u> the technology described below will</p>		<p><u>x</u>_ALL</p>	<p><u>Technology</u></p>

be used to implement the curriculum. <ul style="list-style-type: none"> <li>Maintenance or replacement cost for computers</li> </ul>		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	<b>\$ 3,000.00</b> <i>Funding Resource:</i> <i>LCFF Supplemental</i> <i>and Concentration</i> <i>Object Code: 4400</i>
<u>Professional Development-</u> the following professional development with be used to improve instruction and increase pupil achievement as indicated by state ELA, Math, and Science Standards. <ul style="list-style-type: none"> <li>Professional Learning Coordinator ELA/STEM- MCOE provides one-on-one coaching for teachers, and ongoing professional development in state standards.</li> </ul>	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	<b>Prof. Dev.</b> <b>\$24,430.00</b> <i>Funding Resource:</i> <i>LCFF Supplemental</i> <i>and Concentration</i> <i>Object Code: 1000-3000</i>
<u>Foster Youth Coordinator</u> <ul style="list-style-type: none"> <li>County Foster Youth Coordinator will continue to collaborate, consult, and coordinate with local school districts and local county agencies which include department of justice and the child welfare agency to identify, provide access, and monitor student participation and academic progress in school, which will mirror that of the general student population. Communication between agencies will be established upon entrance of student. All required documentation (i.e. health passport, education records, IEP information) will be transferred via fax, email, or certified mail.</li> </ul>	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	<b>\$30,137.00</b> <i>Funding Resource:</i> <i>Foster Youth Grant</i> <i>Object Code: 1000-3000</i>  <b>\$14,276.00</b> <i>Funding Resource:</i> <i>LCFF Supplemental</i> <i>and Concentration</i> <i>Object Code: 1000-3000</i>
<u>Expelled Youth</u>	All	<input checked="" type="checkbox"/> ALL	No additional

<ul style="list-style-type: none"> <li>MCOE will coordinate with local districts to provide services to expelled youth to include continuation of achieving credits and to continue on the college/career pathway. Follow county-wide expulsion plan.  <a href="https://cc3223dd-a-82804f73-s-sites.googlegroups.com/a/modoccoe.k12.ca.us/modoc-county-office-of-education/special-education/Countywide%20Plan%20for%20Expelled%20Students%20-%20Modoc.pdf?attachauth=ANoY7cocxKHqEsiYxBcufQzsQ7oMmAzoEsdYuzjf83sw0lLdG-ZJn-bx6iWxyLsUCFiX5-yw3YTQuG65x5w0HsLXC7Y7mfkgJZDiZZQldgNhSl5jp2kZ2FtO9ulmAQOqHf0k8evRoUT9UEQl6B9k4rAU1vwsySZYCZBEQ9AcVysEkhd5y2WhwjG5_aUf3nEj4S3O4q3BZedO4dM_G4DX5McbJk4Y1WbQrjgRVhrLsv7-IQVKEh1D2WQ82gEZkNbdiuTlnpOpljWxdZ8epWHQ5s_KOnYHBK3UYBxwrMvmurSY9zCz5tPMcoJx5_MSRPWS7OwewSu81N9&amp;attredirects=0">https://cc3223dd-a-82804f73-s-sites.googlegroups.com/a/modoccoe.k12.ca.us/modoc-county-office-of-education/special-education/Countywide%20Plan%20for%20Expelled%20Students%20-%20Modoc.pdf?attachauth=ANoY7cocxKHqEsiYxBcufQzsQ7oMmAzoEsdYuzjf83sw0lLdG-ZJn-bx6iWxyLsUCFiX5-yw3YTQuG65x5w0HsLXC7Y7mfkgJZDiZZQldgNhSl5jp2kZ2FtO9ulmAQOqHf0k8evRoUT9UEQl6B9k4rAU1vwsySZYCZBEQ9AcVysEkhd5y2WhwjG5_aUf3nEj4S3O4q3BZedO4dM_G4DX5McbJk4Y1WbQrjgRVhrLsv7-IQVKEh1D2WQ82gEZkNbdiuTlnpOpljWxdZ8epWHQ5s_KOnYHBK3UYBxwrMvmurSY9zCz5tPMcoJx5_MSRPWS7OwewSu81N9&amp;attredirects=0</a> </li> </ul>	OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups: (Specify)_____	cost
GOAL:	#2: Improve learning environment.	Related State and/or Local Priorities: 1__x__ 2__ 3__x__ 4__ 5__x__ 6__x__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Identified Need :	Improve student behavior as identified by: highly qualified teachers, teacher assignments, effective teaching, attendance rate, student suspensions, facilities rating, stakeholder and community input.	
Goal Applies to:	Schools: Stronghold Juvenile Court School Applicable Pupil Subgroups: All	
<b>LCAP Year 1: 2015-16</b>		
Expected Annual Measurable Outcomes:	Stronghold Juvenile Court School is committed to the following: <ul style="list-style-type: none"> <li>Provide a clean, well maintained, and safe learning environment by building a solid sound proof wall for the high school classroom.</li> <li>Provide students with more engaging projects and behavior recognition.</li> <li>Provide professional development for all staff in best practices in classroom management.</li> </ul>	

- Increase number of staff to student ratio.

**State Metrics:** (Please see Introduction on why certain metrics do not apply)

**Pupil Engagement**

a) School attendance rates

**School Climate**

a) Pupil suspension rates

c) Other local measures:

- 1) Tracking math and reading achievement using Accelerated Reader
- 2) Passing of the CAHSEE
- 3) Track progress of obtaining credits using Aeries
- 4) Grades will be reported weekly to WMGH (parent)
- 5) Goal Progress meetings with WMGH (parent) will be attended quarterly
- 6) Academic progress of foster youth student will be reported to social services once a month

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<b>Staffing</b> <ol style="list-style-type: none"> <li>a) Hire an additional full-time teacher to increase school climate, pupil engagement, and pupil achievement.</li> <li>b) Special Education teacher to provide services to the special education population and intervention.</li> <li>c) Hire a clerical assistant to support the school secretary.</li> </ol> <p>Continue to utilize the services of positions in order to provide and support student achievement and engagement.</p> <ol style="list-style-type: none"> <li>d) Instructional assistant to support special education.</li> <li>e) Instructional Assistant to support students.</li> <li>f) Instructional Assistant to support students.</li> </ol>	All	<u>  x  </u> ALL OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups: (Specify) _____	<b>Staff</b> a) <b>\$27,435.00</b> <i>Funding Resource:</i> <i>LCFF Supplemental and Concentration</i> <i>Object Code: 1000-3000</i> <b>\$27,435.00</b> <i>Funding Resource:</i> <i>Title I Part D</i> <i>Object Code: 1000-3000</i> b) <b>\$32,059.00</b> <i>Funding Resource:</i> <i>Special Education</i> <i>Object Code: 1000-3000</i> <b>\$10,632.00</b> <i>Funding Resource:</i> <i>LCFF</i> <i>Object Code: 1000-3000</i>

			<p>c) <b>\$24,206.00</b>  <i>Funding Resource:</i>  <i>LCFF Supplemental and Concentration</i>  <i>Object Code: 1000-3000</i></p> <p>d) <b>\$15,918.00</b>  <i>Funding Resource:</i>  <i>Special Education</i>  <i>Object Code: 1000-3000</i></p> <p><b>\$15,918.00</b>  <i>Funding Resource:</i>  <i>LCFF</i>  <i>Object Code: 1000-3000</i></p> <p>e) <b>\$35,156.00</b>  <i>Funding Resource:</i>  <i>LCFF Supplemental and Concentration</i>  <i>Object Code: 1000-3000</i></p> <p>f) <b>\$23,777.00</b>  <i>Funding Resource:</i>  <i>Title I Part D</i>  <i>Object Code: 1000-3000</i></p>
<u>Improvement of facilities</u> a) Build classroom wall to prevent the continual distractions from other classrooms, which effect the students learning. b) New student desks that are age and size appropriate for students, allowing them to feel comfortable in their learning environment.	All	<u>_x_ ALL</u>  OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	<u>Impr. Of Facilities Wall</u> a) <b>\$25,000.00</b> <i>Funding Resource:</i> <i>LCFF Supplemental and Concentration</i> <i>Object Code: 6200</i>  <u>Desks</u> b) <b>\$2,500.00</b> <i>Funding Resource:</i> <i>LCFF Supplemental and Concentration</i>

			<i>Object Code: 4400</i>
<u>Parental Involvement-</u> All students at Stronghold are under the guardianship of Warner Mountain Group Home (WMGH) <ul style="list-style-type: none"> <li>Quarterly goal progress meeting will be held with WMGH.</li> </ul>	All	<u>  x  </u> ALL OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify)_____	No additional cost
<u>Classroom Management</u> <ul style="list-style-type: none"> <li>Capturing Kids Hearts professional development will train teachers in classroom management and student engagement, which will help with achieving a positive school climate.</li> </ul>	All	<u>  x  </u> ALL OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify)_____	<u>Classroom Management</u> <b>\$8,000.00</b> <i>Funding Resource:</i> <i>LCFF Supplemental and Concentration</i> <i>Object Code: 5200</i>
<u>Pupil Engagement-</u> activities and projects will be provided to help increase student attendance and high school graduation rates. <ul style="list-style-type: none"> <li>Activities/Projects <ul style="list-style-type: none"> <li>Science projects</li> <li>Career projects</li> </ul> </li> </ul>	All	<u>  x  </u> ALL	<u>Pupil Engage</u> <b>\$3,500.00</b> <i>Funding Resource:</i> <i>LCFF Supplemental and Concentration</i> <i>Object Code: 4300</i>
<u>Pupil Engagement-</u> in order to help decrease school suspension rates, tangible rewards will be provided to support the behavior support program. <ul style="list-style-type: none"> <li>Rewards <ul style="list-style-type: none"> <li>Bottled water</li> <li>Juice boxes</li> <li>Snacks</li> <li>Awards</li> </ul> </li> </ul>	All	<u>  x  </u> ALL OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify)_____	<u>Pupil Engage</u> <b>\$3,000.00</b> <i>Funding Resource:</i> <i>LCFF Supplemental and Concentration</i> <i>Object Code: 4300</i>

### LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	<p>Stronghold Juvenile Court School is committed to the following:</p> <ul style="list-style-type: none"> <li>Provide a clean, well maintained, and safe learning environment by building a solid sound proof wall for the high school classroom.</li> <li>Provide students with more engaging projects and behavior recognition.</li> <li>Increase number of staff to student ratio.</li> <li>Continue to assess progress, based on student engagement and school climate, making the necessary changes as needed.</li> </ul>
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**State Metrics:** (Please see Introduction on why certain metrics do not apply)

**Pupil Engagement**

a) School attendance rates

**School Climate**

a) Pupil suspension rates

c) Other local measures:

- 1) Tracking math and reading achievement using Accelerated Reader
- 2) Passing of the CAHSEE
- 3) Track progress of obtaining credits using Aeries
- 4) Grades will be reported weekly to WMGH (parent)
- 5) Goal Progress meetings with WMGH (parent) will be attended quarterly
- 6) Academic progress of foster youth student will be reported to social services once a month

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p><u>Staffing</u>- continue to utilize the services of positions in order to provide and support student achievement and engagement.</p> <p>a) Full-time teacher to increase school climate, pupil engagement, and pupil achievement.</p> <p>b) Special Education teacher to provide services to the special education population and intervention.</p> <p>c) Hire a clerical assistant to support the school secretary.</p> <p>d) Instructional assistant to support special education.</p> <p>e) Instructional Assistant to support students.</p> <p>f) Instructional Assistant to support students.</p>	All	<p><u>  x  </u> ALL</p> <hr/> <p>OR:</p> <p><u>  </u> Low Income pupils <u>  </u> English Learners</p> <p><u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient</p> <p><u>  </u> Other Subgroups:(Specify) _____</p>	<p><u>Staff</u></p> <p>a) <b>\$29,583.00</b>  <i>Funding Resource:</i>  <i>LCFF Supplemental and Concentration</i>  <i>Object Code: 1000-3000</i></p> <p><b>\$29,583.00</b>  <i>Funding Resource:</i>  <i>Title I Part D</i>  <i>Object Code: 1000-3000</i></p> <p>b) <b>\$32,811.00</b>  <i>Funding Resource:</i>  <i>Special Education</i>  <i>Object Code: 1000-3000</i></p> <p><b>\$11,156.00</b>  <i>Funding Resource:</i>  <i>LCFF</i>  <i>Object Code: 1000-3000</i></p> <p>c) <b>\$25,130.00</b></p>

			<p><i>Funding Resource:</i> LCFF Supplemental and Concentration Object Code: 1000-3000</p> <p>d) <b>\$16,843.00</b> <i>Funding Resource:</i> Special Education Object Code: 1000-3000 <b>\$16,843.00</b> <i>Funding Resource:</i> LCFF Object Code: 1000-3000</p> <p>e) <b>\$36,212.00</b> <i>Funding Resource:</i> LCFF Supplemental and Concentration Object Code: 1000-3000</p> <p>f) <b>\$26,043.00</b> <i>Funding Resource:</i> Title I Part D Object Code: 1000-3000</p>
<u>Improvement of Facilities</u> <ul style="list-style-type: none"> <li>New Carpet to provide a clean and welcoming environment.</li> </ul>	All	<u><input checked="" type="checkbox"/> ALL</u> OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	<u>Carpet</u> <b>\$23,000.00</b> <i>Funding Resource:</i> LCFF Supplemental and Concentration Object Code: 6200
<u>Parental Involvement-</u> All students at Stronghold are under the guardianship of Warner Mountain Group Home (WMGH) <ul style="list-style-type: none"> <li>Quarterly goal progress meeting will be held with WMGH.</li> </ul>	All	<u><input checked="" type="checkbox"/> ALL</u> OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	No additional Cost
<u>Pupil Engagement-</u> activities and projects will be	All	<u><input checked="" type="checkbox"/> ALL</u>	<u>Pupil Engage</u>

provided to help increase student attendance and high school graduation rates.		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	<b>\$3,500.00</b> <i>Funding Resource: LCFF Supplemental and Concentration Object Code: 4300</i>
<ul style="list-style-type: none"> <li>Activities/Projects <ul style="list-style-type: none"> <li>Science projects</li> <li>Career projects</li> </ul> </li> </ul>			
<b>Pupil Engagement-</b> in order to help decrease school suspension rates, tangible rewards will be provided to support the behavior support program. <ul style="list-style-type: none"> <li>Rewards <ul style="list-style-type: none"> <li>Bottled water</li> <li>Juice boxes</li> <li>Snacks</li> <li>Awards</li> </ul> </li> </ul>	All	<u>x</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	<b>Pupil Engage</b> <b>\$3,000.00</b> <i>Funding Resource: LCFF Supplemental and Concentration Object Code: 4300</i>

### LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	<p>Stronghold Juvenile Court School is committed to the following:</p> <ul style="list-style-type: none"> <li>Provide a clean, well maintained, and safe learning environment by building a solid sound proof wall for the high school classroom.</li> <li>Provide students with more engaging projects and behavior recognition.</li> <li>Increase number of staff to student ratio.</li> <li>Continue to assess progress, based on student engagement and school climate, making the necessary changes as needed.</li> </ul> <p><b>State Metrics:</b> (Please see Introduction on why certain metrics do not apply)</p> <p><b>Pupil Engagement</b> a)School attendance rates</p> <p><b>School Climate</b> a)Pupil suspension rates c)Other local measures:</p> <ol style="list-style-type: none"> <li>Tracking math and reading achievement using Accelerated Reader</li> <li>Passing of the CAHSEE</li> <li>Track progress of obtaining credits using Aeries</li> <li>Grades will be reported weekly to WMGH (parent)</li> <li>Goal Progress meetings with WMGH (parent) will be attended quarterly</li> <li>Academic progress of foster youth student will be reported to social services once a month</li> </ol>		
	Actions/Services	Scope of Service	Budgeted Expenditures
<b>Staffing-</b> Continue to utilize the services of positions in	All	<u>x</u> ALL	<b>Staff</b>

order to provide and support student achievement and engagement.

- a) Hire an additional full-time teacher to increase school climate, pupil engagement, and pupil achievement.
- b) Special Education teacher to provide services to the special education population and intervention.
- c) Hire a clerical assistant to support the school secretary.
- d) Instructional assistant to support special education.
- e) Instructional Assistant to support students.
- f) Instructional Assistant to support students.

OR:

\_\_\_Low Income pupils \_\_\_English Learners  
 \_\_\_Foster Youth \_\_\_Redesignated fluent English proficient  
 \_\_\_Other Subgroups: (Specify)\_\_\_\_\_

a) **\$30,373.00**

*Funding Resource:*  
*LCFF Supplemental*  
*and Concentration*  
*Object Code: 1000-*  
*3000*

**\$30,373.00**

*Funding Resource:*  
*Title I Part D*  
*Object Code: 1000-*  
*3000*

b) **\$32,919.00**

*Funding Resource:*  
*Special Education*  
*Object Code: 1000-*  
*3000*

**\$11,192.00**

*Funding Resource:*  
*LCFF*  
*Object Code: 1000-*  
*3000*

c) **\$25,976.00**

*Funding Resource:*  
*LCFF Supplemental*  
*and Concentration*  
*Object Code: 1000-*  
*3000*

d) **\$17,392.00**

*Funding Resource:*  
*Special Education*  
*Object Code: 1000-*  
*3000*

**\$17,392.00**

*Funding Resource:*  
*LCFF Object Code:*  
*1000-3000*

e) **\$37,250.00**

*Funding Resource:*  
*LCFF Supplemental*  
*and Concentration*

			<i>Object Code: 1000-3000</i>  <b>f) \$26,887.00</b> <i>Funding Resource:</i> <i>Title I Part D</i> <i>Object Code: 1000-3000</i>
<u>Parental Involvement-</u> All students at Stronghold are under the guardianship of Warner Mountain Group Home (WMGH) <ul style="list-style-type: none"> <li>Quarterly goal progress meeting will be held with WMGH.</li> </ul>	All	<u>  x  </u> ALL OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify)_____	No additional Cost
<u>Pupil Engagement-</u> activities and projects will be provided to help increase student attendance and high school graduation rates. <ul style="list-style-type: none"> <li>Activities/Projects               <ul style="list-style-type: none"> <li>Science projects</li> <li>Career projects</li> </ul> </li> </ul>	All	<u>  x  </u> ALL OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify)_____	<u>Pupil Engage</u> <b>\$3,500.00</b> <i>Funding Resource:</i> <i>LCFF Supplemental and Concentration</i> <i>Object Code: 4300</i>
<u>Pupil Engagement-</u> in order to help decrease school suspension rates, tangible rewards will be provided to support the behavior support program. <ul style="list-style-type: none"> <li>Rewards               <ul style="list-style-type: none"> <li>Bottled water</li> <li>Juice boxes</li> <li>Snacks</li> <li>Awards</li> </ul> </li> </ul>	All	<u>  x  </u> ALL OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups: (Specify)_____	<u>Pupil Engage</u> <b>\$3,000.00</b> <i>Funding Resource:</i> <i>LCFF Supplemental and Concentration</i> <i>Object Code: 4300</i>

**Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.**

### Annual Update

**Annual Update Instructions:** For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the

effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

**Guiding Questions:**

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) 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?
- 3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

**Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.**

Original GOAL from prior year LCAP:	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.		Related State and/or Local Priorities: 1 <u>x</u> 2 <u>  </u> 3 <u>  </u> 4 <u>x</u> 5 <u>x</u> 6 <u>  </u> 7 <u>x</u> 8 <u>x</u> COE only: 9 <u>x</u> 10 <u>x</u> Local : Specify _____	
Goal Applies to:	Schools:	Stronghold Juvenile Court School		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable	Due to the high mobility rate the increase of student growth will be dependent on their length of stay. • As indicated with Read180, Math180 and accelerated reader, students attending MCOE will increase their reading level and their		Actual Annual Measurable	<b>State Metrics:</b> The metrics that apply are reported on below (Please see Introduction on why certain metrics do not apply) <b>Pupil Achievement</b> a) Statewide Assessments

<p><b>Outcomes:</b></p>	<p>math level.</p> <ul style="list-style-type: none"> <li>Students will work towards increasing their high school credit and work towards a high school diploma with an emphasis on college/ career readiness.</li> <li>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 of the general student population.</li> </ul> <p><b>State Metrics:</b> (Please see Introduction on why certain metrics do not apply)</p> <p><b>Pupil Achievement</b></p> <ul style="list-style-type: none"> <li>a) Statewide Assessments CalMAPP</li> <li>b) API</li> <li>c) A-G enrollment and passage rates</li> <li>d) EL Proficiency Progress</li> <li>e) EL Reclassification</li> <li>f) AP Passage</li> <li>g) College Preparedness based on the EAP test</li> </ul> <p><b>Pupil Engagement</b></p> <ul style="list-style-type: none"> <li>a) School attendance rates</li> <li>b) Chronic absenteeism rates</li> <li>c) Middle school and high school dropout rates</li> <li>d) High school graduation rates</li> <li>e) Pupil suspension rates</li> <li>f) Expulsion rates</li> </ul> <p><b>Other local measures:</b></p> <ul style="list-style-type: none"> <li>1) Read 180 tracking</li> <li>2) Accelerated Reader tracking</li> <li>3) Passing of the CAHSEE</li> <li>4) Track progress of obtaining credits using Aeries</li> <li>5) Weekly grades are reported to parent</li> <li>6) Quarterly Goal Progress meetings with WMGH (parent)</li> <li>7) Student Individualized Learning Plan</li> <li>8) Once a month academic progress of foster youth student is reported to social services</li> </ul>	<p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li>a) CalMAPP- no scores</li> <li>b) CAHSEE (see attached appendices)</li> <li>b) API- No API Scores</li> <li>c) A-G enrollment and passage rates- N/A</li> <li>d) EL Proficiency Progress- N/A</li> <li>e) EL Reclassification- N/A</li> <li>f) AP Passage- students academically behind</li> <li>g) College Preparedness based on the EAP test- N/A</li> </ul> <p><b>Pupil Engagement</b></p> <ul style="list-style-type: none"> <li>a) School attendance rates- part of the court requirements is that students attend school.</li> <li>b) Chronic absenteeism rates- 0</li> <li>c) Middle school and high school dropout rates- 0</li> <li>d) High school graduation rates currently we have had 5 out of 5 graduate</li> <li>e) Pupil suspension rates 37.5% (which is found by number of suspensions '27' divided by the number of unduplicated students '70'.</li> <li>f) Expulsion rates- 0</li> </ul> <p><b>Other local measures:</b></p> <ul style="list-style-type: none"> <li>1) Read 180 tracking because scores are reported as Lexile scores we have decided to use the Accelerated Reader scores to show student progress.</li> <li>2) Accelerated Reader tracking <ul style="list-style-type: none"> <li>• <b>Data from Accelerated Reader in Math</b> (see attached appendices)</li> <li>• <b>Data from Accelerated Reader in Reading</b> (see attached appendices)</li> </ul> </li> <li>3) Passing of the CAHSEE (see attached appendices)</li> <li>4) Progress of credit tracking with Aeries which is updated as needed based on student entrance and exit. Progress is reported to WMGH, probation, CPS, and student. <b>OdysseyWare (credit recovery)</b> Average credits earned for the 14/15 school year in credit recovery is 42.86.</li> <li>5) Weekly grades are reported to parent WMGH receives weekly grade reports on students</li> <li>6) Quarterly Goal Progress meetings with WMGH (parent), for this year we were able to hold 4 out of 5 quarterly reports which includes summer school. When the school year is</li> </ul>
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			<div>over we will complete the final quarter.</div> <div>7) Student Individualized Learning Plan- due to the amount of individualized work this metric was not completed; however, transcripts were reviewed with WMGH which was then reported back to the student, CPS and/or their probation officers.</div> <div>8) Once a month academic progress of foster youth student is reported to social services</div>
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<div>Purchase READ180 Program used as an intervention for students.</div>	\$14,738	<div>The READ180 Program was purchased. Three staff members participated in the training. READ180 has been fully implemented at the school. Students participating in the program have shown 100% growth. Student growth ranged from .2 to 4 years of academic growth in reading depending on their stay.</div>	<div>\$14,711.00</div> <div>Funding Resource: Title I Part D</div>
<div>Purchase Odysseyware for credit recovery</div>	\$9,000	<div>Students who participated in Odysseyware acquired a minimum of 2.5 extra credits per quarter which was based on student entrance into the school. An addition of 2 license were purchased during the year which changed the original estimated expenditure.</div>	<div>\$10,800.00</div> <div>Funding Resource: LCFF Supplemental and Concentration</div>
<div>Supplemental materials</div>	\$4,000	<div>Supplemental materials included reading books that went along with the ELA curriculum for both Jr. High and high school. (estimate was high because the needs were yet to be fully determined for the coming year)</div>	<div>\$1758.00</div> <div>Funding Resource: LCFF Supplemental and Concentration</div>
Scope of service:	School-wide	Scope of service:	School-wide





OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
<ul style="list-style-type: none"> <li>Purchase new computers</li> </ul>		\$16,000	<ul style="list-style-type: none"> <li>New computers were purchased to go with the READ180 program, and to replace old computers.</li> </ul>		<b>\$5,800.00</b> <i>Funding Resource: LCFF Supplemental and Concentration</i>  <b>\$5,700.00</b> <i>Title I Part D</i>
Scope of service:	School-wide and/or LEA-wide		Scope of service:	School-wide and/or LEA-wide	
<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
<ul style="list-style-type: none"> <li>County-wide Expulsion Plan</li> </ul>		\$0	<ul style="list-style-type: none"> <li>County-wide Expulsion Plan</li> </ul>		\$0
Scope of service:	School-wide and/or LEA-wide		Scope of service:	School-wide and/or LEA-wide	
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		<ul style="list-style-type: none"> <li>Because the school has seen great success in the READ180 program, it has decided to move forward with the purchase of the MATH180 program in hopes of having the same type of academic success.</li> </ul>			

- The Professional Learning Coach had great results and positive feedback from the professional development trainings held. Because of this, we are wanting to retain the services provided. In addition, services will be retained on a STEM coach which will allow the school to move forward with the new release of the Next Generation Science Standards while providing continual implementation in technology and math.

Original GOAL from prior year LCAP:	Goal 2: Improve learning environment.		Related State and/or Local Priorities: 1_x 2_x 3_x 4__ 5_x 6_x 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: Stronghold Juvenile Court School Applicable Pupil Subgroups: All			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>• Track academic progress with metrics that have been put in place.</li> <li>• Track behavioral progress with metrics that have been put in place using the referral and suspension progress</li> <li>• Provide appropriate and effective professional learning in common core and classroom management</li> <li>• Provide appropriate and effective coaching to support professional learning.</li> <li>• Provide a clean, well maintained, and safe learning environment by assessing current flooring with possible re-carpeting needed.</li> <li>• Continue to assess progress, and make necessary changes.</li> </ul> <p><b>State Metrics:</b> (Please see Introduction on why specific metrics do not apply to our school)</p> <p><b>Pupil Achievement</b></p> <ul style="list-style-type: none"> <li>a) Statewide Assessments CalMAPP</li> <li>b) API</li> <li>c) A-G enrollment and passage rates</li> <li>d) EL Proficiency Progress</li> <li>e) EL Reclassification</li> <li>f) AP Passage</li> </ul>		Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>• Track academic progress with metrics that have been put in place.</li> <li>• Track behavioral progress with metrics that have been put in place using the referral and suspension progress</li> <li>• Provide appropriate and effective professional learning in common core and classroom management</li> <li>• Provide appropriate and effective coaching to support professional learning.</li> <li>• Provide a clean, well maintained, and safe learning environment by assessing current flooring with possible re-carpeting needed.</li> <li>• Continue to assess progress, and make necessary changes.</li> </ul> <p><b>State Metrics:</b> The metrics that apply are reported on below. (Please see Introduction on why specific metrics do not apply to our school)</p> <p><b>Pupil Achievement</b></p> <ul style="list-style-type: none"> <li>a) Statewide Assessments             <ul style="list-style-type: none"> <li>a. CalMAPP- No scores</li> <li>b. CAHSEE (see attached appendices)</li> </ul> </li> <li>b) API- no API score</li> <li>c) A-G enrollment and passage rates- N/A</li> </ul>

	<p><b>g)</b> College Preparedness based on the EAP test</p> <p><b>Pupil Engagement</b></p> <ul style="list-style-type: none"> <li><b>a)</b> School attendance rates</li> <li><b>b)</b> Chronic absenteeism rates</li> <li><b>c)</b> Middle school and high school dropout rates</li> <li><b>d)</b> High school graduation rates</li> <li><b>e)</b> Pupil suspension rates</li> <li><b>f)</b> Expulsion rates</li> </ul> <p><b>Other local measures:</b></p> <ul style="list-style-type: none"> <li><b>1.</b> Read 180 tracking</li> <li><b>2.</b> Accelerated Reader tracking</li> <li><b>3.</b> Passing of the CAHSEE</li> <li><b>4.</b> Progress of credit tracking with Aeries</li> <li><b>5.</b> Weekly grades are reported to parent</li> <li><b>6.</b> Quarterly Goal Progress meetings with WMGH (parent)</li> <li><b>7.</b> Student Individualized Learning Plan</li> <li><b>8.</b> Once a month academic progress of foster youth student is reported to social services</li> </ul>		<ul style="list-style-type: none"> <li><b>d)</b> EL Proficiency Progress- N/A</li> <li><b>e)</b> EL Reclassification- N/A</li> <li><b>f)</b> AP Passage- students are academically behind</li> <li><b>g)</b> College Preparedness based on the EAP test- N/A</li> </ul> <p><b>Pupil Engagement</b></p> <ul style="list-style-type: none"> <li><b>a)</b> School attendance rates- part of the courts requirements is that students attend school.</li> <li><b>b)</b> Chronic absenteeism rates- 0</li> <li><b>c)</b> Middle school and high school dropout rates- 0</li> <li><b>g)</b> High school graduation rates currently we have had 5 out of 5 graduate</li> <li><b>h)</b> Pupil suspension rates 37.5% (which is found by number of suspensions '27' divided by the number of unduplicated students '70'.</li> <li><b>d)</b> Expulsion rates- 0</li> </ul> <p><b>Other local measures:</b></p> <ul style="list-style-type: none"> <li><b>1)</b> Read 180 tracking because scores are reported as Lexile scores we have decided to use the Accelerated Reader scores to show student progress.</li> <li><b>2)</b> Accelerated Reader tracking <ul style="list-style-type: none"> <li>• <b>Data from Accelerated Reader in Math</b> (see attached appendices)</li> <li>• <b>Data from Accelerated Reader in Reading</b> (see attached appendices)</li> </ul> </li> <li><b>3)</b> Passing of the CAHSEE (see attached appendices)</li> <li><b>4)</b> Progress of credit tracking with Aeries which is updated as needed based on student entrance and exit. Progress is reported to WMGH, probation, CPS, and student.</li> <li><b>5)</b> <b>OdysseyWare (credit recovery)</b> Average credits earned for the 14/15 school year in credit recovery is 42.86.</li> <li><b>6)</b> Weekly grades are reported to parent- WMGH receives weekly grade reports on students</li> <li><b>7)</b> Quarterly Goal Progress meetings with WMGH (parent), for this year we were able to hold 4 out of 5 quarterly reports which includes summer school. When the school year is over we will complete the final quarter.</li> <li><b>8)</b> Student Individualized Learning Plan- due to the amount of individualized work this metric was not completed; however, transcripts were reviewed with WMGH which was then reported</li> </ul>
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			back to the student, CPS and/or their probation officers. 9) Once a month academic progress of foster youth student is reported to social services
<b>LCAP Year: 2014-15</b>			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<ul style="list-style-type: none"> <li>Hire New teacher</li> </ul>	\$66,000.00	<ul style="list-style-type: none"> <li>Hired a new teacher; however, the county was only able to find hire a teacher to work .64 of the school year.</li> </ul>	<b>\$27,435.00</b> <i>Funding Resource: LCFF Supplemental and Concentration</i>  <b>\$27,435.00</b> <i>Title I Part D</i>
Scope of service:	School-wide	Scope of service:	School-wide
_x_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		_x_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
<ul style="list-style-type: none"> <li>Purchase of magnetic door with camera</li> </ul>	\$3,000.00	<ul style="list-style-type: none"> <li>Purchase of magnetic door with camera (Paid out of last year's budget)</li> </ul>	\$0
<ul style="list-style-type: none"> <li>Purchase student tracking software</li> </ul>	\$1,700.00	<ul style="list-style-type: none"> <li>Purchase student tracking software, which came under budget. This will not be renewed due to the software unable to meet our needs completely.</li> </ul>	\$636.00
Scope of service:	School-wide	Scope of service:	School-wide
_x_ ALL OR:		_x_ ALL OR:	

__Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			__Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
• Hire clerical assistant		\$24,200.00	• Clerical assistant provides support to the school secretary		<b>\$24,200</b> <i>Funding Resource: LCFF Supplemental and Concentration</i>
Scope of service:	School-wide		Scope of service:	School-wide	
_x_ ALL			_x_ ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
• Activities/Projects		\$2,000.00	• Activities/Projects <ul style="list-style-type: none"> <li>○ Solar system</li> <li>○ Volcano project</li> <li>○ Classroom pet</li> </ul>		<b>\$600.00</b> <i>Funding Resource: LCFF Supplemental and Concentration</i>
• Reward system		\$3,000.00	• Reward system <ul style="list-style-type: none"> <li>○ Bottled water</li> <li>○ Juice boxes</li> <li>○ snacks</li> </ul>		<b>\$1800.00</b> <i>Funding Resource: LCFF Supplemental and Concentration</i>
Scope of service:	School-wide and/or LEA-wide		Scope of service:	School-wide and/or LEA-wide	
_x_ ALL			_x_ ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
• New classroom expenses		\$5,000	• New classroom expenses <ul style="list-style-type: none"> <li>○ Projector</li> <li>○ Cabinets</li> </ul>		<b>\$3,170.56</b> <i>Funding Resource: LCFF Supplemental and Concentration</i>

<ul style="list-style-type: none"> <li>• Paint in-side of school</li> </ul>	\$6,300	<ul style="list-style-type: none"> <li>• Paint in-side of school (instead of hiring out to paint, we were able to have maintenance paint the rooms which allowed for the estimate to be less) the school has new paint in every room, making the environment appear clean and welcoming.</li> </ul>	<b>\$870.00</b> <i>Funding Resource: LCFF</i>
<ul style="list-style-type: none"> <li>• Bathroom flooring</li> </ul>	\$1,200	<ul style="list-style-type: none"> <li>• Bathroom flooring has been purchased, and will be installed at the end of the 4<sup>th</sup> quarter.</li> </ul>	<b>\$644.00</b> <i>Funding Resource: LCFF</i>
<ul style="list-style-type: none"> <li>• New carpet</li> </ul>	\$13,600	<ul style="list-style-type: none"> <li>• New Wall instead of Carpet (switched out with 15/16 wall plan. Maintenance tried new cleaner on floor to remove stains. Recommended to replace carpet in 2 to 3 years)</li> </ul>	<b>\$5,500.00</b> (wall) <i>Funding Resource: LCFF Supplemental and Concentration</i>
<ul style="list-style-type: none"> <li>• New student desks</li> </ul>	\$2,500	<ul style="list-style-type: none"> <li>• New student desks (came in under budget) Desks were purchased for one classroom. Desks are age and size appropriate for students, allowing them to feel comfortable in their learning environment.</li> </ul>	<b>\$2,030.00</b> <i>Funding Resource: LCFF</i>
Scope of service:	School-wide	Scope of service:	School-wide
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<ul style="list-style-type: none"> <li>• Last year, we were able to hire a part-time teacher, not a full-time teacher; however, having the teacher for .64 of the time showed great results in student engagement and classroom behavior. The goal for this year is to hire a full-time teacher, which will allow us to see greater results.</li> <li>• Because maintenance was able to fix the carpet, replacing it was put off for a couple of years. Instead, the building of a classroom wall was completed to help with student distractions from the front office.</li> <li>• Due to students approval of new student desks, more desks will be purchased that will be appropriate for their age and size.</li> </ul>		

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|  | <ul style="list-style-type: none"> <li>• Because of the high turnover of foster youth at the school, it was decided to obtain the services of the Foster Youth Administrative Assistant to help with the review of student grades and transcripts.</li> <li>• We decided to not use the Read180 tracking because scores are reported as Lexile scores. Instead, we have decided to use the Accelerated Reader scores to show student progress.</li> </ul> |
|--|---|

**Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.**

### **Section 3: Use of Supplemental and Concentration Grant funds and Proportionality**

- A. In the box below, identify the amount of 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 schoolsite 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 and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	\$ 137,705
The students at Stronghold Juvenile Court School are 100% unduplicated, which ensures that when we provide services school-wide, we are indeed meeting the goals for our student groups. Supplemental and Concentrated funds are providing services to help students succeed in their academics, behavior, and high school credits, which will help them to return back to their district of residence or graduate from our school, as described in goals 1 and 2. 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 15-16 is \$74,998. After identifying \$62,707 in FY 14-15 expenditures, which support and serve our population of unduplicated students, the district's additional supplemental requirement is \$137,705.	



- B. In the box below, 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).

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). 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.

8.75	%
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Based on the calculations, the estimated increase of service is 8.75%. Supplemental and Concentration funds are being used to provide academic support and interventions to students, and to reduce the student to teacher ratio. As part of increasing and improving services, please see further details in goals 1 and 2 actions and services identified in the plan. Both goals more than meet the 8.75% calculations. A summary of the Minimum Proportionality Percentage (MPP) can be found in the attached document.

## LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

- (a) "Chronic absenteeism rate" shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

(1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

(1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(e) “Suspension rate” shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).