

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

Introduction:

LEA: Modoc Joint Unified School District Contact (Name, Title, Email, Phone Number): Tom O'Malley, Superintendent, tomalley@modoc.k12.ca.us, 530-233-7201 ext. 101 LCAP Year: 2014-2015

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, community organizations representing English learners, and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process?

- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representative parents of pupils identified in Education Code section 42238.01?
- 6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
<p>The district gathered historical data and engaged stakeholder groups for consultation in reviewing information and discussing district needs in order to develop the LCAP.</p> <p>The first consultation meeting for the LCAP was held on January 14, 2014 with the Parent Advisory group, which consists of Parents currently sitting on school site councils, representatives from Social Services to advocate for foster youth, and representatives of our English Learner population. Twelve were invited and six attended. The District has a new representative for Foster Youth and has already received information from her in regards to the LCAP and Foster Youth. The Superintendent and Business Manager of the Modoc Joint Unified School District presided over the meeting.</p> <p>A consultation was held with the Modoc Teachers Association on January 22, 2014. It was attended by five union representatives. This consultation lasted approximately two hours and was reconvened on Monday, February 3, 2014 for approximately one and one half hours.</p> <p>A consultation was held on February 4, 2014 with representatives from the Teamsters union, the members being their negotiations team. This session went for approximately two hours.</p> <p>In the midst of the union consultations were meetings with student leaders at Modoc High School and Modoc Middle School on February 24th and 27th, 2014. The high school consultation covered two class periods which is approximately 98 minutes. The</p>	<p>A. Conditions of Learning</p> <p>This appears to be the strongest area of the district and its schools. All teachers meet Highly Qualified status. No group found any fault with the facilities; they are set up to maximize student learning in a safe environment. The district is moving forward with the implementation of the Common Core State Standards (CCSS) and all groups are comfortable with the progress the district has made at this point. Course availability in the area of Career Technical Education (CTE) is a concern amongst parents and students. There is thought that more variety in courses would lead to increased attendance and better student performance. In the words of one student, "There is something for everyone; we just have to find everyone something."</p> <p>B. Pupil Outcomes</p> <p>This is a strong area of concern. All groups were surprised and disappointed with district performance data. The low number of graduates having completed the CSU/UC A-G curriculum was particularly disheartening for the groups. Groups also noticed the trend of district performance data, which essentially shows long term near-zero growth. A lack of consistency in both curriculum and instruction in common areas was discussed as a contributor to the poor performance data. Parents of ELs would like to have</p>

Involvement Process	Impact on LCAP
<p>middle school consultation was one class period.</p> <p>A consultation was held on Monday, February 10, 2014 for all district certificated staff. Of the 48 certificated staff, three were in attendance.</p> <p>On February 11, 2014, a consultation meeting was held for all district level staff, of which six of eight employees attended.</p> <p>Another consultation meeting was held at State Line Elementary School with the parents of the site council on February 24, 2014. This group was overlooked in the initial parent advisory meeting. The superintendent was present in addition to all three State Line site council parents.</p> <p>A consultation with the district English Learner Advisory Committee (ELAC) was held on February 27, 2014. Though the district is not required to have this meeting because our English Learner enrollment is below fifty, we thought it important to have this consult. The four parents on the ELAC in addition to a translator were present. Handouts were provided in Spanish.</p> <p>A consultation was held with the governing board at a special board meeting on March 20, 2014, with the LCAP being the only topic of discussion. On April 3, 2014, the management team met to provide LCAP input and begin the building process.</p> <p>In addition to the above meetings, a letter was sent on February 11, 2014 to all parents in the district inviting them to contact the district office if they would like to be involved in the LCAP process. One parent responded.</p> <p>All of the consultation meetings were structured similarly: the district business manager presented the reason for the process (the LCFF) and the eight areas of priority for the state. The superintendent presented district data relating to the eight priority areas. Historical information was presented as follows:</p> <ul style="list-style-type: none"> • Teacher misassignment • API 	<p>instructional materials in their native language so they can help their children with schoolwork.</p> <p style="text-align: center;">C. Engagement</p> <p>This is also an area of strong concern, particularly with students. They stated that they are often bored in class. They do not like lectures and feel it occurs all too often. They also believe that instructional time could be better planned. They enjoy student centered activities (such as philosophical chairs and Socratic seminar) and would prefer to be active learners. It was mentioned by students that if school were more engaging and participatory, attendance may increase. Their peers do not mind missing school because the classes do not interest them or do not pertain to the career plans they have. This is compounded by the fact that when school is missed, there generally isn't make-up work.</p> <p>In consultations with non-student groups, different issues were presented. It is believed that there is ample opportunity for parent involvement, but only a few parents do most of the work. There is a perception that many parents do not value their child's education and see the school as more of an enemy than an ally. There is also a fair amount of despair and apathy with students of all ages. They see themselves in generational poverty or reliance on government assistance with no way out. They do not believe they can attain a desired career due to their current position in life. This attitude is further negated by a lack of positive adult role models.</p> <p>All groups believe the schools are safe and feel supported by staff. Bullying and harassment is limited, but occurs more often at the middle school level than in other schools. Social pressures are</p>

Involvement Process	Impact on LCAP
<ul style="list-style-type: none"> • % of students proficient in math and English/Language Arts by significant subgroups • SAT Scores • % of students graduating ready for college • EL reclassification rate • % scoring proficient on the Early Assessment Program • Attendance rates • Dropout rates • Graduation rates • Suspension and expulsion rates <p>Extensive discussions were had as to what exactly career ready means and how is that measured. Also discussed was access to courses, parent involvement, and the general climate of the schools. Conversations with all groups pointed to similar areas that need to be addressed in order to take the district to the next level.</p> <p>Once the LCAP was created, a meeting with the parent advisory committee and the English language advisory committee was held on May 8, 2014. The plan was reviewed. There were no requests for comments on any LCAP items and thus no written responses. The plan was then presented to the Governing Board on May 20, 2014 with a final approval of the plan at the June 24, 2014 Board meeting.</p>	<p>also great during the middle school years, and there is a strong belief that athletes are treated better than students that are not involved in sports. In addition, it was stated that athletes believe they are more important than students who are not active in athletics.</p> <p>In most if not all consults, AVID was brought up as a solution to the problems as AVID focuses on student achievement and teaching strategies that involves students.</p> <p>From the consults, it appears there are three significant areas of improvement:</p> <ul style="list-style-type: none"> • The need to improve the student's attitude toward their education • The need to improve parent attitude toward their child's education • The need to improve instruction to maximize student learning.

Section 2: Goals and Progress Indicators

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup

*of pupils, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school’s budget that is submitted to the school’s authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to “Engagement” (e.g., pupil and parent)?
- 4) What are the LEA’s goal(s) to address locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA’s goals for all pupils?
- 7) What are the specific predicted outcomes/metrics/noticeable changes associated with each of the goals annually and over the term of the LCAP?

- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority and/or to review progress toward goals in the annual update?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Need: Increase college and career readiness upon graduation. Metric: College enrollment/retention rates, graduation rates, completion of capstone CTE courses, CELDT, SAT, ACT, and EAP, CSU/UC A-G qualifiers, AP test results, district and site API, % of students in each grade level performing at grade level, EL reclassification rate, AVID elective enrollment and retention, % of certificated staff attending summer institute, walk through data, AVID certification level	Goal 1: Implement AVID with fidelity.	All	All		-Increase participation in AVID Summer Institute -Increase students in AVID elective course -Increase the number of teachers regularly using AVID teaching strategies -Continue building college atmosphere -Implementation of AVID Bridges program -Increase the number of AVID elective sections -District-wide AVID staff development -Baseline data collected on college enrollment, SAT and ACT participation, API, AVID enrollment -All ELs increase CELDT scores by one level -100% of EL with	-Increase the number of AVID elective sections -Increase students in AVID elective course -Verified use of WICOR strategies as observed in walk through -Increased use of higher order thinking as observed in walk through -Increased frequency of Parent Nights -10% increase of students performing at grade level in ELA and math -Baseline data collected on college retention and AVID elective retention -5% increase in college enrollment, SAT	-Increase the number of AVID elective sections -Increase students in AVID elective course -Verified use of WICOR strategies as observed in walk through -Increased use of higher order thinking as observed in walk through -Increased frequency of Parent Nights -10% increase of students performing at grade level in ELA and math -5% increase in college enrollment and retention, SAT and ACT participation, API, AVID enrollment and retention	2. Implementation of State Standards 3. Parent Involvement 4. Pupil Achievement 5. Pupil Engagement 6. School Climate 8. Other Pupil Outcomes

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
					CELDT scores of 5 reclassify -25% of graduating seniors have completed a capstone CTE course	and ACT participation, API, AVID enrollment - All ELs increase CELDT scores by one level -100% of EL with CELDT scores of 5 reclassify -25% of graduating seniors have completed a capstone CTE course	-All schools AVID certified -All ELs increase CELDT scores by one level -100% of EL with CELDT scores of 5 reclassify -25% of graduating seniors have completed a capstone CTE course -100% of core teachers have attended AVID Summer Institute	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Need: Increase the number of students who want to be in school Metric: Attendance rates, suspension rates, expulsion rates, chronic absenteeism rates, middle and high school dropout rates, participation in extracurricular activities, facility inspection results	Goal 2: Continuous improvement in school culture and climate.	All	All		-Alternate forms of discipline -Implementation of Capturing Kids Hearts program -Increased use of high-engagement instructional strategies -New course offerings including CTE courses -Increase club offerings -Full-time school resource officer -100% of work orders to address deficiencies in facilities based on self-inspections are completed -Baseline data collected on attendance, suspensions, chronic absentees, participation in extra-curriculars -Five or less expulsions	-Alternate forms of discipline -Increased use of high-engagement instructional strategies -New course offerings including CTE courses -Increase club offerings -100% of work orders to address deficiencies in facilities based on self-inspections are completed -Five or less expulsions -1% increase in ADA -5% decrease in suspensions and chronic absentees -0 middle school dropouts -HS dropouts less than 5 % -5% increase in	-Alternate forms of discipline -Increased use of high-engagement instructional strategies -New course offerings including CTE courses -Increase club offerings -Campus beautification projects -100% of work orders to address deficiencies in facilities based on self-inspections are completed -Five or less expulsions -1% increase in ADA -5% decrease in suspensions and chronic absentees -0 middle school dropouts	1. Basics 2. Implementation of State Standards 3. Parent Involvement 4. Pupil Achievement 5. Pupil Engagement 6. School Climate 7. Course Access 8. Other Pupil Outcomes

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
					-0 middle school dropouts -HS dropouts less than 5 %	students involved in extra-curriculars	-HS dropouts less than 5 % -5% increase in students involved in extra-curriculars	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Need: Implement teaching strategies that have a greater impact on student learning and engagement Metric: Local benchmark assessments, % highly qualified teachers, % teachers appropriately assigned	Goal 3: Maximize impact on student learning.	All	All		-Weekly teacher collaboration -Increase number of AVID trained teachers -Expansion of AVID to all grade levels -Increased use of Common Core curriculum -Continued involvement in the Northern California Writing Project -Implementation of Tier II interventions -Staff collaboration across sites -MCOE-provided instructional coaching -100% of staff HQ and properly assigned -Baseline data on SBAC and local benchmarks	-Increased utilization of PLCs to maximize student learning -Increased staff efficacy -Continued use of Common Core curriculum -Continued involvement in the Northern California Writing Project -Refinement of Tier II interventions -MCOE-provided instructional coaching -100% of staff HQ and properly assigned -10% increase in local benchmark data and SBAC scores	-Continued increased of PLCs to maximize student learning -Increased staff efficacy -Continued use of Common Core curriculum -Continued involvement in the Northern California Writing Project -Refinement of Tier II interventions -MCOE-provided instructional coaching -100% of staff HQ and properly assigned -10% increase in local benchmark data and SBAC scores	1. Basics 2. Implementation of State Standards 3. Parent Involvement 4. Pupil Achievement 5. Pupil Engagement 6. School Climate 7. Course Access 8. Other Pupil Outcomes

Section 3: Actions, Services, and Expenditures

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

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

Guiding Questions:

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

- 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?
- A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal 1: Implement AVID with fidelity.	2. Implementation of State Standards 3. Parent Involvement 4. Pupil Achievement 5. Pupil Engagement 6. School Climate 8. Other Pupil Outcomes	For All Students: AVID summer institute Increase of AVID courses Continue walk through visits - AVID teaching strategies	LEA-wide		AVID yearly membership \$13,680	AVID yearly membership \$13,680	AVID yearly membership \$13,680
					AVID summer institute costs \$8,000	AVID summer institute costs \$8,000	AVID summer institute costs \$8,000
					AVID courses; One (1) certificated FTE \$ 59,000	AVID courses; One (1) certificated FTE \$ 60,000	AVID courses; One (1) certificated FTE \$ 61,000
					Two (2) substitute teachers (\$100 each + mandated benefits) x three (3) school sites x seven (7) visits per year \$4,775	Substitute Teachers Two (2) substitutes (\$100 + mandated benefits) x three (3) school sites x seven (7) visits per year \$4,775	Substitute Teachers Two (2) substitutes (\$100 + mandated benefits) x three (3) school sites x seven (7) visits per year \$4,775
					Resource: unrestricted Object Codes: 1000-3999	Resource: unrestricted Object Codes: 1000-3999	Resource: unrestricted Object Codes: 1000-3999

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal 2: Continuous improvement in school culture and climate.	1. Basics 2. Implementation of State Standards 3. Parent Involvement 4. Pupil Achievement 5. Pupil Engagement 6. School Climate 7. Course Access 8. Other Pupil Outcomes	For All Students: Hire a School Administrator COPS in Schools Program	LEA-wide		<i>Hire a new Administrator</i> \$91,815 Resource: <i>unrestricted</i> Object Codes: 1000-3000 <i>Memorandum with Alturas Police Department</i> \$17,242 Resource: <i>unrestricted</i> Object Code: 5800	<i>Maintain Administrator</i> \$94,451 Resource: <i>unrestricted</i> Object Codes: 1000-3000	<i>Maintain Administrator</i> \$97,175 Resource: <i>unrestricted</i> Object Code: 1000-3000 <i>Campus beautification projects</i> \$5,000 Resource: <i>unrestricted</i> Object Code: 4300

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal 3: Maximize impact on student learning.	1. Basics 2. Implementation of State Standards 3. Parent Involvement 4. Pupil Achievement 5. Pupil Engagement 6. School Climate 7. Course Access 8. Other Pupil Outcomes	For All Students: Hire four (4) teachers for intervention/EL 26 minimum days for weekly teacher collaboration Use of common core curriculum Instructional coaching services	LEA-wide		<i>Hire four (4) new Intervention/EL teachers</i> \$255,081 Resource: <i>unrestricted</i> Object Codes: 1000-3000 <i>Ed Caliber</i> \$8,000 Resource: <i>CCSS Funding</i> Object Codes: 4300 <i>Instructional Coaching provided by MCOE</i> \$25,000 Funding Source: MCOE	<i>Maintain four (4) intervention/EL teachers</i> \$253,534 Resource: <i>unrestricted</i> Object Codes: 1000-3000 <i>Ed Caliber</i> \$8,000 Resource: <i>CCSS Funding</i> Object Codes: 4300 <i>Instructional Coaching provided by MCOE</i> \$25,000 Funding Source: MCOE	<i>Maintain four (4) intervention/EL teachers</i> \$256,762 Resource: <i>unrestricted</i> Object Codes: 1000-3000 <i>Ed Caliber</i> \$8,000 Resource: <i>CCSS Funding</i> Object Codes: 4300 <i>Instructional Coaching provided by MCOE</i> \$25,000 Funding Source: MCOE

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

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal 1: Implement AVID with fidelity. Goal 2: Continuous improvement in school culture and climate. Goal 3: Maximize impact on student learning.	1. Basics 2. Implementation of State Standards 3. Parent Involvement 4. Pupil Achievement 5. Pupil Engagement 6. School Climate 7. Course Access 8. Other Pupil Outcomes	For low income pupils: Maintain paraprofessionals	LEA-wide		Maintain paraprofessionals \$182,712 Resource: unrestricted Object Codes: 1000-3000	Maintain paraprofessionals \$184,912 Resource: unrestricted Object Codes: 1000-3000	Maintain paraprofessionals \$200,502 Resource: unrestricted Object Codes: 1000-3000

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal 1: Implement AVID with fidelity. Goal 2: Continuous improvement in school culture and climate. Goal 3: Maximize impact on student learning.	1. Basics 2. Implementation of State Standards 3. Parent Involvement 4. Pupil Achievement 5. Pupil Engagement 6. School Climate 7. Course Access 8. Other Pupil Outcomes	For English learners: Maintain bilingual paraprofessionals Hire 0.5 FTE teacher for English Learner instruction	LEA-wide		<i>Maintain bilingual paraprofessionals \$36,710</i> <i>Hire 0.5 FTE new EL teacher \$35,108</i> Resource: unrestricted Object Codes: 1000-3000	<i>Maintain bilingual paraprofessionals \$36,710</i> <i>Maintain 0.5 FTE EL teacher \$35,911</i> Resource: unrestricted Object Codes: 1000-3000	<i>Maintain bilingual paraprofessionals \$36,710</i> <i>Maintain 0.5 FTE EL teacher \$36,720</i> Resource: unrestricted Object Codes: 1000-3000

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal 1: Implement AVID with fidelity. Goal 2: Continuous improvement in school culture and climate. Goal 3: Maximize impact on student learning.	1. Basics 2. Implementation of State Standards 3. Parent Involvement 4. Pupil Achievement 5. Pupil Engagement 6. School Climate 7. Course Access 8. Other Pupil Outcomes	For foster youth: Maintain paraprofessionals	LEA-wide		<i>Maintain paraprofessionals \$196,332</i> Resource: unrestricted Object Codes: 1000-3000	<i>Maintain paraprofessionals \$198,532</i> Resource: unrestricted Object Codes: 1000-3000	<i>Maintain paraprofessionals \$201,545</i> Resource: unrestricted Object Codes: 1000-3000

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal 1: Implement AVID with fidelity. Goal 2: Continuous improvement in school culture and climate. Goal 3: Maximize impact on student learning.	1. Basics 2. Implementation of State Standards 3. Parent Involvement 4. Pupil Achievement 5. Pupil Engagement 6. School Climate 7. Course Access 8. Other Pupil Outcomes	For redesignated fluent English proficient pupils: Maintain bilingual paraprofessionals	LEA-wide		<i>Maintain paraprofessionals \$196,332</i> Resource: unrestricted Object Codes: 1000-3000	<i>Maintain paraprofessionals \$196,332</i> Resource: unrestricted Object Codes: 1000-3000	<i>Maintain paraprofessionals \$196,332</i> Resource: unrestricted Object Codes: 1000-3000

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

The estimated increase in Supplemental and Concentration grant funding for 2014-15 is \$376,405 per the Minimum Proportionality Percentage (MPP) calculation.

The district will increase and improve services for unduplicated pupils in 2014-15 by hiring four (4) new intervention/EL teachers. The addition of new staff will allow us to diagnose individual student learning gaps and correct those, thus moving us towards an increase in students performing at grade level in math and English Language Arts. . As the district has an enrollment of unduplicated pupils in excess of 55 percent of the district's total enrollment, these funds will be expended on a districtwide basis.

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

For 2014-15 the MPP percent is 6.23%. The 2014-15 percent was generated by 2013-14 expenditures which exceed EIA expenditures from the 2012-13 school year. This percentage is the benchmark with which we will measure our plan to increase or improves services to unduplicated pupils as compared to services provided to all pupils. Through the goals set forth in section 3 part b we believe sufficient services will be provided to meet or exceed the mandated minimum percentage. The goals are the same as listed in Section 3 Part c and all exceed the MPP.

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