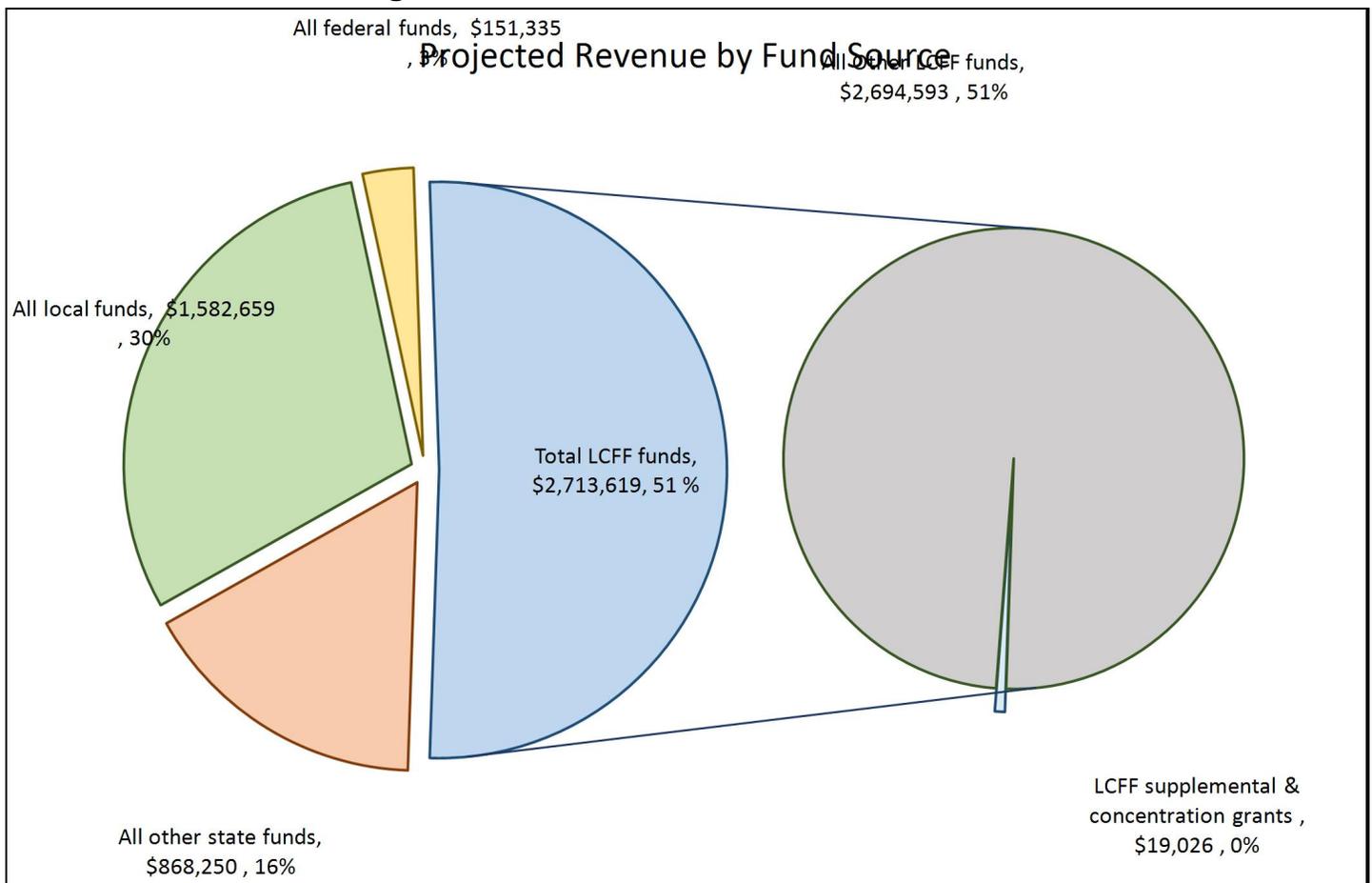


LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Mono County Office of Education
 CDS Code: 26 10264 2630028 and 26 10264 0128645
 Local Control and Accountability Plan (LCAP) Year: 2019-20
 LEA contact information: Tammy Nguyen, Assistant Superintendent - Educational Services

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2019-20 LCAP Year

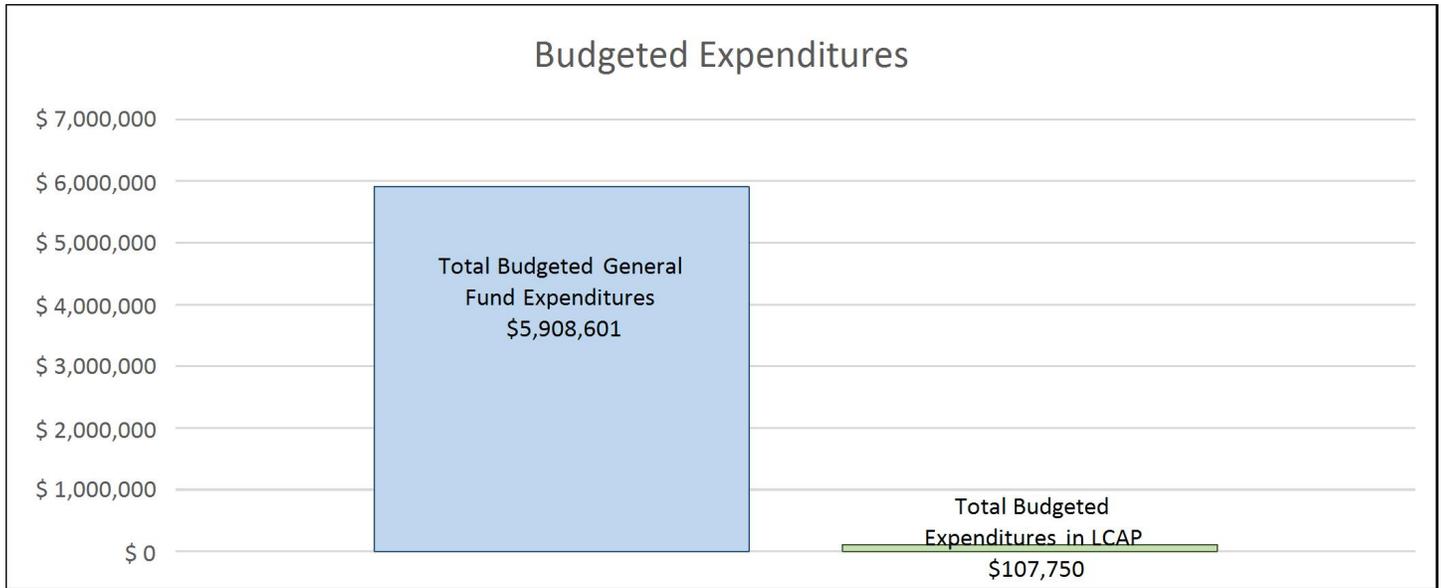


This chart shows the total general purpose revenue Mono County Office of Education expects to receive in the coming year from all sources.

The total revenue projected for Mono County Office of Education is \$5,315,863, of which \$2,713,619 is Local Control Funding Formula (LCFF), \$868,250 is other state funds, \$1,582,659 is local funds, and \$151,335 is federal funds. Of the \$2,713,619 in LCFF Funds, \$19,026 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Mono County Office of Education plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Mono County Office of Education plans to spend \$5,908,601 for the 2019-20 school year. Of that amount, \$107,750 is tied to actions/services in the LCAP and \$5,800,851 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

As we operate a very small alternative education program (less than 20 students per year at 2 sites) our staffing and facilities costs are fairly fixed. We do not operate programs large enough to have a budget that would allow for added programs or services that would have designated staff, except for grant funded positions such as our Foster Youth Coordinator. We have chosen to focus our LCAP expenditures information on added costs specific to our goals, actions and services, such as training, travel, software, materials, and extra duty employee costs. Therefore, general operating expenditures, such as staff salaries and facilities and maintenance costs have been excluded from this plan.

Increased or Improved Services for High Needs Students in 2019-20

In 2019-20, Mono County Office of Education is projecting it will receive \$19,026 based on the enrollment of foster youth, English learner, and low-income students. Mono County Office of Education must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Mono County Office of Education plans to spend \$19,150 on actions to meet this requirement.

The additional improved services described in the LCAP include the following: This plan indicates a total of \$22,350 Supplemental and Concentration Grant to be allocated to actions specifically focused on increased or improved services for unduplicated pupils, which is above our calculated percentage.

Actions 1.4, 1.5, 1.11, 1.12, 1.13, 2.1, 2.2, and 3.1 all increase or improve services provided for unduplicated pupils.

EL students will experience increased and improved services via enhanced supplemental strategies. Extra focus will ensure teachers are trained in an ongoing fashion, services and strategies are tracked and monitored, and follow up training and coaching are provided. (Actions 1.4, 1.5, 2.1 and 2.2)

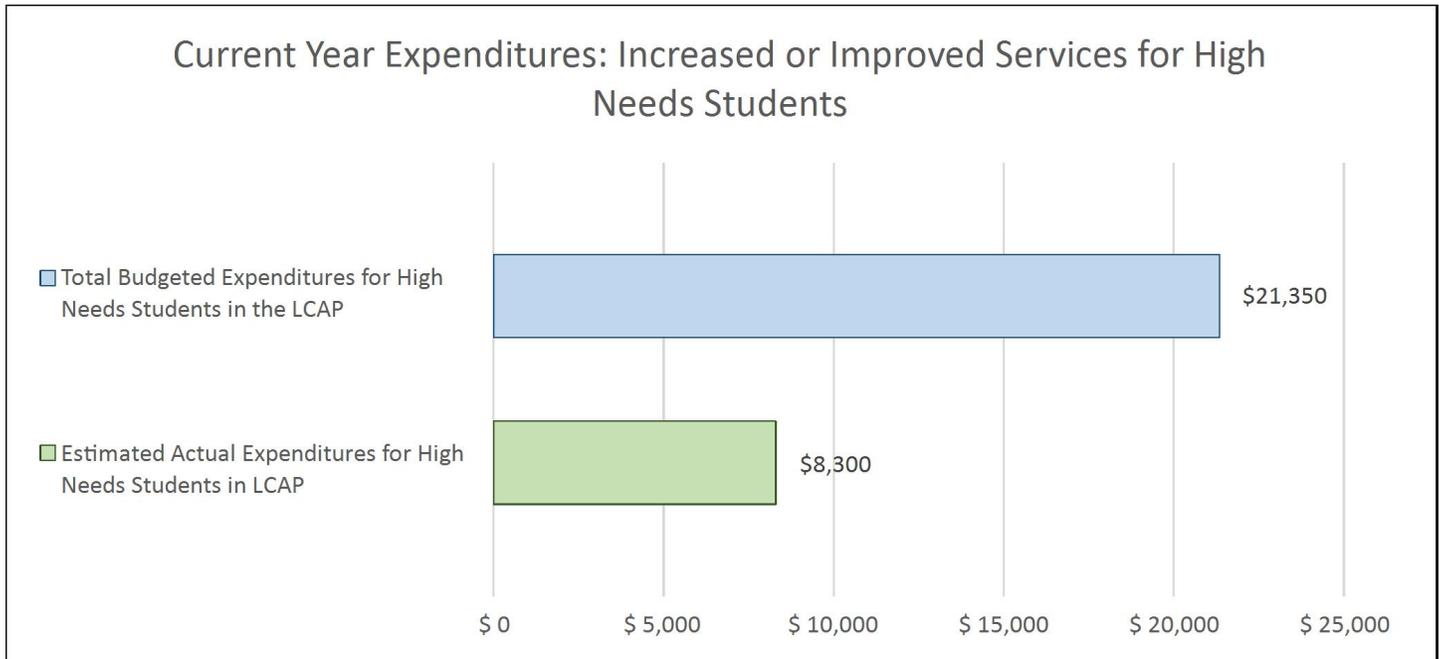
Foster Youth will experience increased and improved services via further developed multi-agency collaboration, processes, information sharing, trainings and coordinated services. (Actions 1.11, 1.12 and 1.13)

Low Income Students, EL students and Foster Youth will experience increased and improved services via family and community involvement activities; focused on including parents of target populations. Students conduct student-led conferences to share their work and progress, creating an authentic audience and engagement in the classroom. Detailed feedback is solicited for stakeholder groups to better guide instruction and services provided to targeted students. (Action 3.1)

All actions and services being funded as contributing to meeting the Increased or Improved Services Requirement are limited to Unduplicated Student Groups as they are specific to the needs of those students.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2018-19



This chart compares what Mono County Office of Education budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Mono County Office of Education estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, Mono County Office of Education's LCAP budgeted \$21,350 for planned actions to increase or improve services for high needs students. Mono County Office of Education estimates that it will actually spend \$8,300 for actions to increase or improve services for high needs students in 2018-19.

The difference between the budgeted and actual expenditures of \$-13,050 had the following impact on Mono County Office of Education's ability to increase or improve services for high needs students: Not all of our actions and services were completed this year in the area of English Learners specifically as an unduplicated pupil group. The reason for this is that we had no designated English Learner students enrolled in our program this school year. Please see our Annual Update for specific information about each action and service. (specifically actions 1.4, 1.5, 2.1 and 2.2) These actions and services will be a focus for us again in the 2019-2020 school year as appropriate to our student population.

2019-20

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[California School Dashboard](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Mono County Office of Education	Tammy Nguyen Assistant Superintendent - Educational Services	tnguyen@monocoe.org (760) 934-0031

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Introduction: Mono County is situated between the crest of the Sierra Nevada Mountains and the California/Nevada border. Mono County, with a land area of 3,030 square miles and population of 14,202, offers a rural, geographically remote setting with some of the most spectacular landscapes in the state. Bridgeport (pop. 575) is the county seat. Mammoth Lakes, (the only incorporated town in the county with a population of 8,234) is the economic and governmental center of the county, mainly due to the tourist industry fueled by Mammoth Mountain Ski Area and the superb outdoor recreation opportunities. There are a handful of other small communities, Coleville/Walker (pop. 1,216), Lee Vining (pop. 222), June Lake (pop. 629) and Benton (pop. 280). Scenic Highway 395 is the north-south route through the county and provides access to Yosemite National Park via Lee Vining, Mono Lake Scenic Area, Devil's Postpile National Monument and Bodie State Historic Park. Mono COE Community Schools serve students grades 7-12 at 3 sites located throughout Mono County. These students come from varied backgrounds that have prevented them from being successful in the "regular" public school system. The schools provide students not only with an education, but also with career curriculum and internships that prepare them for success in the workplace following graduation should they choose not to attend college. MCOE Community Schools received their WASC accreditation in Spring 2018.

LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

Following the inaugural LCAP year, we did a major revise of our plan. This revise created three main goals to focus our work. This has created a working plan that is often reviewed with staff and community members. Feedback and data were positive and we chose to carry those three main

goals into our 2017-20 plan. We have reflected upon these goals and progress towards meeting them. We have made minor adjustments to reflect our progress, but the plan remains mostly unmodified as we believe our plans are working to improve our programs overall and more time is needed to focus on the current course of action. The plan focuses on Conditions of Learning, Student Outcomes and Engagement for all of our student subgroups.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

The fact that we have a very small student population and only operate alternative schools, creates a lack of data available in terms of state indicators and data provided in the California School Dashboard. We maintain various local data and monitor individual student progress regularly. Beginning in 2018, the Dashboard Alternative School Status (DASS) program replaces the previously administered Alternative Schools Accountability Model (ASAM) and holds alternative schools and alternative schools of choice accountable for modified methods of measurement for accountability indicators.

Areas of greatest progress include a great deal of increased rigor and student expectations over the last several years. The use of PBL has supported this as well as increased student engagement and participation. More students have access to A-G courses by way of concurrent enrollment at Cerro Coso Community College and Edmentum Courseware. Also, fewer students are involved in completing low-rigor packet work to complete credits. Overall student GPA average is also higher, despite increased rigor, which is an indication of increased engagement and effort. In order to continue and embark upon a continued growth and reflection process, we have received our initial WASC accreditation as of Spring 2018. Having outside observers come and confirm our strengths and support our growth has been a rewarding process and will help us to continue to improve.

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

The fact that we have a very small student population and operate alternative schools only, creates a lack of data available in terms of state indicators and data provided in the California School Dashboard. We maintain various local data and monitor individual student progress regularly.

Review of data indicate an area of need in mathematics instruction. We have and will continued training teachers in the use of the Mathematical Mindsets approach to better align our math instruction to the PBL philosophy and increase rigor, engagement and participation in this subject

area as well. Our students will again complete the Brainology lessons, aligned to Carol Dweck's Mindset work, as well as completing the Mindset Math free online student course from Stanford University again in the fall of 2019 . Continued professional development for teachers in the area of mathematics will continue.

A second area of need is in chronic absenteeism. We began the 2018-2019 school year with continuing the SARB process for some students who had attendance issues the year before. Additionally, an attendance award program was implemented last school year that we continued this year. Our chronic absenteeism rate is down, but due to a few student's rate of attendance, we have not met our overall attendance goals. We will continue to utilize frequent communications with students and parents and the full extent of the SARB process to take advantage of all opportunities for improving school attendance.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

The fact that we have a very small student population and operate alternative schools only, creates a lack of data available in terms of state indicators and data provided in the California School Dashboard. We maintain various local data and monitor individual student progress regularly. Our review of this local data indicates that our sub-groups are performing in close proximity of the average or "all student" group performance in all areas.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

None of our schools have been identified for Comprehensive Support and Improvement.

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

NA

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

NA

Annual Update

LCAP Year Reviewed: **2018-19**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

Conditions of Learning: MCOE will provide a safe environment for all students, (including expelled youth, students with exceptional needs, low income students, English Learners, RFEP students and foster youth), to learn and be supported in their access to and instruction in a broad course of study that is standards-aligned.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)
 Priority 9: Expelled Pupils – COEs Only (Conditions of Learning)
 Priority 10: Foster Youth – COEs Only (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

A. Sufficient access to standards-aligned instructional materials. (Priority 1B)

18-19

100% of students will have sufficient access to standards-aligned instructional materials.

Teachers will provide 3 complete PBL units per year.

Actual

100% of students were provided sufficient access to standards-aligned instructional materials.

Teachers provided 3 PBL units.

This year both sites have begun using Edmentum online curriculum that is standards-aligned. Some students are using Edmentum Courseware to complete credit recovery or to earn first time credit for classes that the teachers are not teaching as a part of whole class instruction this year. Edmentum Assessment Prescriptions are being used by all students in English Language Arts and Reading Comprehension. We also used the Edmentum Math Prescriptions for the first quarter of the school year. Both sites continue to use Character Based Literacy from Santa Clara University. Character Based Literacy is also CCSS aligned. Because SRCS did not have high school students for most of the year, the PBL (Project Based Learning) projects were not done together this year. SRCS and JWCS completed 3 projects each at their separate sites.

Expected

Baseline

Teachers currently provide one complete PBL unit per year. Teachers use supplemental materials to ensure all students have sufficient access to the standards-aligned instructional materials.

Metric/Indicator

B. School facilities are maintained in good repair. (Priority 1C)

18-19

100% of facilities are maintained in good repair.

Baseline

100% of facilities are maintained in good repair.

Metric/Indicator

C. State board adopted academic content and performance standards implemented for all. (Priority 2A)

18-19

Content standards will be explicitly mapped for all courses. Performance standards matching that of the rigor of the California standards maintained for all. Credit is not given for D work in our Community Schools.

Baseline

Content standards have been explicitly mapped for some courses. Performance standards matching that of the rigor of the California standards maintained for all. Credit is not given for D work in our Community Schools.

Metric/Indicator

D. Services for EL Students. (Priority 2B)

18-19

100% of EL students will receive Integrated and Designated ELD services utilizing enhanced strategies as tracked by teachers and monitored/coached by administration.

Baseline

Designated and Integrated ELD services being delivered but not greatly monitored

Metric/Indicator

E. Utilize the ILPs for meeting student needs for a broad course of study and developing educational options. (Priority 4G and 7A-C)

18-19

Actual

100% of facilities were maintained in good repair.

School facilities are kept in good repair. All items needing attention are addressed by the MCOE custodian at Jan Work Community School or by the district custodians at Sawtooth Ridge Community School. When needed repairs are reported, they are addressed immediately by professionals. The facilities are inspected yearly with the Facility Inspection Tool.

Teachers were able to use content standards mapping from previous years for the courses being taught this year. The Sawtooth Ridge Community School teacher worked closely with the district middle school teacher to ensure her middle school students were working on appropriate middle school content and performance standards. All students continue to earn C's or better for credit.

Although we had no designated EL students this school year, many of our students struggle with academic language and language skills. Both sites conducted Integrated ELD daily to support these needs.

All students completed the initial Individual Learning plan upon enrollment. Those were mailed home to families. Then the ILP's were reviewed at the semester and again after third quarter. The students shared their goals and progress with their parent(s) via student-led conferences. Edmentum Courseware can meet the a-g requirements if completed without

Expected

All students will continue to create ILPs, review/revise them twice a year at designated time periods and share their goals and progress with their parent(s) via student-led conferences. ILP focus to be on college readiness, ensuring a broad course of study and programs and services for unduplicated pupils and individuals with exceptional needs.

Baseline

All students created ILPs, reviewed/revise them twice at designated benchmarks and shared their goals and progress with their parent(s) twice via student-led conferences.

Metric/Indicator

F. Maintain participation in the SST process for identifying at risk students and options for services while ensuring all agency partners are involved as appropriate. (Priority 9, 10A) *Mono County rarely has expelled youth.. Our goal is to offer alternative placements that may be more successful for certain at risk students. We strive to work with multiple agencies to provide support to students prior to expulsion. It is our goal to not have students expelled throughout our county, however, we do provide services to expelled students via our community schools if needed.

18-19

MCOE administration (and Foster Youth Coordinator and SELPA Director as appropriate) will continue to regularly participate in the SST process for at risk students (including expelled, those at risk of expulsion and foster youth) from both districts. Focus for foster you is to minimize changes in school placement.

Baseline

MCOE administration (and Foster Youth Coordinator and SELPA Director as appropriate) is regularly invited to participate in the SST/IEP process for at risk students (including expelled, those at risk of expulsion and foster youth) from both districts. Focus for foster you is to minimize changes in school placement.

Metric/Indicator

G. Continuation of coordinated services support with community agency resources. (Priority 9, 10B & 10D)

18-19

MCOE staff will continue to regularly coordinate support services for students as appropriate. (This includes students who have been expelled, those at risk of expulsion and foster youth.)

Baseline

Actual

modifications. One student in the fall and two students in the spring took art classes online via Cerro Coso Community College concurrent enrollment.

The Principal was invited to and attended several SST's for at risk students that could possibly be prospective students at our community schools. Most SST's were for credit deficiencies. Jan Work had one expelled student from Mammoth Unified School District, but he only stayed for a few weeks before moving away. Sawtooth Ridge Community School did not have any expelled students this year. The Principal continues to be on the School Attendance Review Board (SARB) to help identify possible future at-risk students. The Foster Youth Coordinator and SELPA Director were also informed of potential concerns. There were no students needing their participation at the SST meetings during this school year.

Community agency resources, such as North Star Counseling, Mono County Behavioral Health, Mono County Health Department, Mammoth Lakes Police Department and Mono County Probation Department work closely with the community school staff to ensure services are being provided to our students who are in need of services. Reports on students who are on formal or informal probation are shared with Probation and also Probation often meets with students during the school day. Students who are in counseling have individual and/or group counseling scheduled as needed during the school day. Mono County Health Department works with school staff to provide yearly trainings on sexual health for teens. The School Resource Officer meets regularly with the principal. When Foster Youth are enrolled in our

Expected

MCOE staff regularly coordinates support services for students as appropriate. (This includes students who have been expelled, those at risk of expulsion and foster youth.)

Metric/Indicator

H. Review, monitor and modify the Foster Youth Services Coordinating Program (FYSCP). (Priority 10B-D)

18-19

FYSCP will continue to share quarterly updates with the Executive Advisory Council to document program accomplishments. The FYSCP Coordinator will continue to report annually to the Mono County Board of Education.

Baseline

FYSCP shared quarterly reports with the Executive Advisory Council to document program accomplishments. The FYSCP Coordinator reports annually to the Mono County Board of Education.

Metric/Indicator

I. Maintain and improve a successful multi-agency team resulting in high-quality educational and social-emotional services for foster and high-risk children and youth that are in the Child Welfare and Probation Department systems. (Priority 10A-D)

18-19

FYSCP Executive Advisory Council will continue to meet quarterly. Meeting notes will continue to track FYSC program progress and multi-agency collaboration.

Baseline

FYSCP Executive Advisory Council meets quarterly. Meeting notes track FYSC program progress and multi-agency collaboration.

Metric/Indicator

J. Increase services provided to foster youth. (Priority 10B)

18-19

Tracking tool will show increased services to foster youth.

Baseline

Tracking tool developed to track services to districts to support foster youth as well as direct service coordination and direct services to foster youth.

Metric/Indicator

*Priority 1A not addressed - NCLB Highly Qualified Teacher Requirements.

18-19

Actual

schools, we work closely with the Foster Youth Coordinator, to ensure any other needed supports are provided.

The FYSCP coordinator shared quarterly reports with the Executive Advisory Council in September 2018, March and June 2019. The December meeting was cancelled due to severe weather. The annual report to the Mono County Board of Education is scheduled for June 2019.

The FYSCP Executive Advisory Council met September 2018, March and June 2019 and meeting notes track program progress and collaboration. The December 2018 meeting was cancelled due to severe weather.

FYSCP tracks services, trainings and technical assistance to support foster youth. Due to the nature of our small numbers and the location of the home schools of our students, increased services would be very difficult to quantify. Our logs indicate appropriate services provided to meet and exceed the needs of our foster youth on an individualized basis.

All teachers are fully credentialed and are assigned to best fit student needs per state requirements. One teacher completed his Career Technical Education (CTE) credential for culinary arts last year. One teacher who also has a single subject English credential taught a writing class via an online live

Expected

All of our teachers are and will continue to be fully credentialed and assigned to best fit student needs, per state requirements.

Baseline

All of our teachers are and will continue to be fully credentialed and assigned to best fit student needs, per state requirements.

Actual

video conferencing platform for the second semester, in order to serve two site locations separated by many miles.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Teachers will continue to fully support and implement standards-aligned math program for all students while integrating lessons in alignment with Mathematical Mindsets approach. EAMO A (Priority 1B)	SRCS and JWCS both had students enrolled in Algebra I first semester. A combination of standards-aligned textbooks and other free online resources were used, such as Kahn Academy. Second semester at JWCS, all students were enrolled in a Lifestyle Math course where they learned about expenses, paying bills, mortgages, car payments, W-4 forms, W-2 forms, and how to file taxes.	1xxx 1000-1999: Certificated Personnel Salaries LCFF \$1,000	N/A 1000-1999: Certificated Personnel Salaries LCFF \$1000

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue professional development in PBL and develop shared projects with identified, standards-aligned, supplemental content resources. EAMO A, C (Priority 1B, 2A)	Both JWCS and SRCS did three Project-Based Learning projects this school year at their own sites. Because SRCS had just one middle school student for a portion of the year, and because each school was teaching slightly different subjects, no shared PBL	5xxx 5000-5999: Services And Other Operating Expenditures LCFF \$4,000	N/A 5000-5999: Services And Other Operating Expenditures Other \$2,500

projects were completed this school year.

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Annual facilities review completed by staff and follow-up actions determined and completed. EAMO B (Priority 1C)	Facilities review completed in April and any follow up required actions are completed.	N/A 2000-2999: Classified Personnel Salaries LCFF No additional cost - included in regular staff duties	N/A 2000-2999: Classified Personnel Salaries LCFF No additional cost - included in regular staff duties

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide priority focus for continuous Professional Development for ELD standards and ELD/ELA Framework, along with enhanced supplemental strategies. (This action is also listed as Goal 2, Action 1 - as it will help us meet multiple metrics. The cost is split between the two action steps.) EAMO C and D (Priority 2A and 2B)	Integrated ELD services were offered daily at both sites, based on observed student needs in academic language and language skills. Because we had no designated EL students enrolled this year, this priority focus was not addressed for this school year. Three PLC (professional learning community) scheduled meetings were cancelled this school year due to severe weather and road closures. ELD/ELA framework and enhanced supplemental strategies will be a focus for us again in the 2019-2020 school year. One half day ELD conference was attended by the Principal to maintain skills and knowledge of current research in this area.	5xxx 5000-5999: Services And Other Operating Expenditures Supplemental \$2,500	5xxx 5000-5999: Services And Other Operating Expenditures Supplemental \$750

Action 5

Planned

Actual

Budgeted

Estimated Actual

Actions/Services	Actions/Services	Expenditures	Expenditures
Teachers will track designated ELD services provided and administration will regularly observe Integrated and Designated ELD and provide training/coaching as needed to ensure enhanced services. Commit additional time and focus to ensure support to teacher in this area. (This action is also listed as Goal 2, Action 2 - as it will help us meet multiple metrics. The cost is split between the two action steps.) EAMO D (Priority 2B)	Integrated ELD services were offered daily at both sites, based on observed student needs in academic language and language skills. Because we had no designated EL students enrolled this year, this priority focus was not addressed for this school year. Three PLC's (professional learning community) scheduled meetings were cancelled this school year due to severe weather and road closures. ELD/ELA framework will be a focus for us again in the 2019-2020 school year. One half day ELD conference was attended by the Principal to maintain skills and knowledge of current research in this area.	1xxx 1000-1999: Certificated Personnel Salaries Supplemental \$5,000	N/A 1000-1999: Certificated Personnel Salaries Supplemental \$0

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue implementation of new ILP protocol and revise as needed. EAMO E (Priority 7A-C)	All students completed the initial Individual Learning Plan upon enrollment. Those were mailed home to families. Then the ILP's were reviewed and/or revised at the semester and again after third quarter. The students shared their goals and progress with their parent(s) via student-led conferences.	N/A 1000-1999: Certificated Personnel Salaries LCFF No additional cost - included in regular staff duties	N/A 1000-1999: Certificated Personnel Salaries LCFF No additional cost - included in regular staff duties

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to partner with Cerro Coso Community College to offer	We had one JWCS student take an online Introduction to Art	4xxx,5xxx LCFF \$1,000	4xxx, 5xxx Other \$168

concurrent enrollment classes, and Adult Education to offer CTE and basic skills classes.
EAMO E (Priority 4G and 7A-C)

college class and another JWCS student take an online Beginning Drawing class first semester. We had 3 students spring semester enroll in Introduction to Art and two students successfully completed the class. These four students earned a-g fine art credit. The Adult Education program offered basic literacy classes this spring. If any of our community school students are 18 years old or older, we will continue to work with the Adult Education director to provide services, as needed to the student.

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Continue tracking participation in LEA SST/IEP process for at-risk students including student placement and support plans. Focus is on multi-agency early interventions for expelled students, those at risk of expulsion and foster youth as applicable. EAMO F (Priority 9, 10B-C)</p>	<p>MCOE continues to be actively involved in the SST/IEP process at both districts. The MCOE principal has frequent communication with principals and counselors at both districts. When a change of placement is being considered, procedures have been established and Individual Learning Plan (ILP) are continually reviewed and revised as needed depending on the goal of the individual student (credit recovery, return to MHS or CHS, or graduation from Community School). The Foster Youth Coordinator and SELPA Director are included in this process as appropriate to student needs.</p>	<p>N/A 1000-1999: Certificated Personnel Salaries LCFF No additional cost - included in regular staff duties</p>	<p>N/A 1000-1999: Certificated Personnel Salaries LCFF No additional cost - included in regular staff duties</p>

Action 9

Planned

Actual

Budgeted

Estimated Actual

Actions/Services

Continue participation in SARB process and coordination of community support resources. Ensure proper agencies are involved with students from the foster system and those who have been expelled or are at risk of expulsion
EAMO G (Priority 9, 10A-C)

Actions/Services

The Community School Principal is a member and the alternative education administrative assistant is the secretary of the county-wide SARB. The SARB process is used continually to help improve attendance and behavior. Representatives from county agencies are also SARB members and referrals for support services from the agencies are made at SARB meetings. The Foster Youth Coordinator and SELPA Director are also included in this process as appropriate to student needs.

Expenditures

N/A 2000-2999: Classified Personnel Salaries LCFF No additional cost - included in regular staff duties

1000-1999: Certificated Personnel Salaries LCFF

Expenditures

N/A 2000-2999: Classified Personnel Salaries LCFF No additional cost - included in regular staff duties

Action 10

Planned Actions/Services

Continue to map standards to ensure rigor and depth of coverage through project based learning and other instructional models. Ensure all content areas have sufficient standards-aligned instructional materials for all students.
EAMO A, C, E (Priority 1B, 2A, 7A-C)

Actual Actions/Services

The Edmentum online assessments with prescriptions program was implemented for ELA and Reading Comprehension at both sites with fidelity this year. Edmentum math prescriptions were introduced at both sites, but were not continued second semester. Edmentum math prescriptions will be re-introduced in the fall at both sites. Edmentum Courseware was also offered to students for credit recovery and first time credit for students who needed classes for graduation that were not currently being taught during whole-group instruction by the teacher. Teachers at each site aligned their individual PBL projects to the

Budgeted Expenditures

4xxx 4000-4999: Books And Supplies Lottery \$1,000

1000-1999: Certificated Personnel Salaries LCFF \$1,000

Estimated Actual Expenditures

4xxx 4000-4999: Books And Supplies Other \$1,000

1000-1999: Certificated Personnel Salaries LCFF \$1,000

standards. The SRCS teacher worked closely with Antelope Elementary School middle school teacher to ensure middle school students were working on rigor and depth of coverage of middle school standards. Character Based Literacy from Santa Clara University continues to be utilized at both sites. As more common core aligned textbooks become available, we will continue to research and implement them. Existing standards mapping documents were used for all courses taught this year.

Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Maintain .5 FTE Foster Youth Coordinator responsible for:</p> <ul style="list-style-type: none"> A. developing/reviewing the Foster Youth Services Program Plan with guidance from the CDE and the Mono County FYSCP Executive Advisory Council B. developing information sharing agreements between Foster Youth Service Program serving agencies and school districts C. providing timely information to schools re: foster youth D. providing trainings to school districts and county agency staff E. ensuring coordination with all agencies including county child welfare agency to minimize changes in school placement <p>EAMO H, I, J (Priority 10A-D)</p>	<p>.5 FTE Foster Youth Coordinator was maintained. The listed responsibilities were sustained this year through a change in the FYSCP Coordination. The previous coordinator took on a new position within the agency, but was able to sustain the responsibilities until the new coordinator was hired and trained.</p>	<p>2xxx 2000-2999: Classified Personnel Salaries Foster Youth Grant \$60,000</p> <p>1xxx, 2xxx 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$5,000</p>	<p>2000-2999: Classified Personnel Salaries Foster Youth Grant \$60,000</p> <p>2000-2999: Classified Personnel Salaries Supplemental and Concentration \$5,000</p>

Community School Principal and School Secretary will coordinate efforts as needed for Case Management and system efficiency as related to above:



Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Coordinate educational and social-emotional support services based on referrals EAMO H, I, J (Priority 10B & 10C)</p>	<p>Educational and social-emotional support services were coordinated this year with a focus on expanding understanding through Trauma-informed Practices trainings and customized technical assistance.</p>	<p>2xxx 2000-2999: Classified Personnel Salaries Foster Youth Grant \$15,000</p> <p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$250</p>	<p>2000-2999: Classified Personnel Salaries Foster Youth Grant \$15,000</p> <p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$250</p>

Action 13

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Survey multi-agency partners, students and caretakers at the end of the school year to evaluate, review, monitor and modify Foster Youth Services Coordinating Program. Survey to determine if the following was shared/completed in a timely manner:</p> <ul style="list-style-type: none"> Foster Youth information/needs between Mono County Child Welfare, MCOE and school districts Transfer of educational records, including IEP information 	<p>Survey will be administered to FYSCP Executive Advisory Council and pertinent stakeholders in June to evaluate, review, monitor and modify the FYSC Program.</p>	<p>2000-2999: Classified Personnel Salaries Supplemental and Concentration \$500</p>	<p>2000-2999: Classified Personnel Salaries Supplemental and Concentration \$500</p>

- COE response to Child Welfare Services and Probation
- Enrollment in school and other support services

EAMO H, I, J (Priority 10A-D)

Action 14

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Review, as needed, the Mono County Joint Plan for Providing Educational Services to Expelled Students (Due June 30, 2021). Expelled students are placed in MCOE Community Schools to receive continued instruction and opportunities. EAMO G (Priority 9)</p>	<p>The triennial Mono County Joint Plan for Providing Educational Services to Expelled Students was updated in June 2018. This plan was approved in the fall by both the MUSD and ESUSD School Board. The plan will be updated again June 2021.</p>	<p>1xxx 1000-1999: Certificated Personnel Salaries LCFF No additional cost - included in regular staff duties</p>	<p>1xxx 1000-1999: Certificated Personnel Salaries LCFF No additional cost - included in regular staff duties</p>

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All actions and services were implemented fully or reasonably given current situations. A safe environment in which students were provided access and support in achieving a broad course of standards-aligned content was achieved. Lack of English Learners in our classrooms and less than scheduled PLC's (professional learning community) professional development opportunities due to severe weather and road closures created a shift in focus for professional development opportunities.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Annual measurable outcomes were achieved in general. Lack of English Learners in our classrooms and less than scheduled PLC's (professional learning community) professional development opportunities due to severe weather and road closures created a shift in focus for professional development opportunities. Training in regard to English Learners and supplemental support strategies will continue to be a focus for next year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Because we have small student numbers, there requires a great deal of flexibility in our planning and budgeting. In general, our budgeted expenditures matched our actual expenditures. There were a few exceptions. For Action 2 \$4000 was budgeted for travel costs for our class trip, which is usually linked with our classes combined final PBL project. This year, due to the make up of our student groups and their needed courses, we did not take a combined PBL based trip, and therefore that money was not spent for that purpose. We did take the students on a trip, which instead was focused on College and Career transition options. We were able to reduce hotel costs by taking the students camping, and we used College and Career Readiness funds for this purpose. For Action 4 and 5 less than the budgeted amount was spent on training this year, in part due to severe weather and road closures preventing our staff from being able to come together, and in part due to the fact that we had zero students enrolled in the target group. For Action 7, the courses taken by the students via Cerro Coso Community College were courses in which we already had the books and materials for the students to use, so costs were greatly reduced than those budgeted. Also, we were able to use College and Career Readiness Funds for this purpose rather than general LCFF funds.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Our analysis indicates that the planned goals and actions for next year will continue to provide positive results, allowing us to meet our metrics. No changes have been made to the 3rd year of the plan for Goal 1 for this reason.

Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 2

Student Outcomes: All MCOE students, (including expelled youth, students with exceptional needs, low income students, English Learners, RFEP students, and foster youth) will perform at high academic levels.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Metric/Indicator

A. Progress on English Language assessment. (Priority 4D)

18-19

80% of EL students or more to make significant progress on ELPAC assessment. (This item is to be reviewed and clarified after ELPAC assessment baseline data and scoring profiles is known.)

Baseline

100% of EL students made one level or more of progress on CELDT. (1 of 35 students was designated as an English Learner this year and when tested, showed 2 levels of growth.)

In the 2018-2019 school year there were no designated English Learners enrolled at either JWCS or SRCS.

Metric/Indicator

B. Reclassification Rates. (Priority 4E)

18-19

80% of EL students meet reclassification criteria.

Baseline

0% of EL students met reclassification criteria. (1 of 35 students was designated as and English Learner. Despite 2 levels of progress on the CELDT, this student did not yet meet reclassification criteria.)

In the 2018-2019 school year there were no designated English Learners enrolled at either JWCS or SRCS, therefore no students were eligible to be reclassified this year.

Expected

Metric/Indicator

C. Statewide assessments and credits completed per semester with average 2.0 GPA or higher (Priority 4A)

18-19

SBAC ELA – 50% met standard, 50% nearly met standard
SBAC Math – 40% met standard, 60% nearly met standard
Maintain average of 30 credits or more completed per semester with average 2.0 GPA or higher

Baseline

SBAC testing in 2016 results:
ELA – 0% met, 100% nearly met
Math – 0% met, 100% nearly met
2016-17 students are on track to meet an average of 30 credits per semester with and average GPA of 3.1.

Metric/Indicator

D. Benchmark assessments used to inform instruction. (Priority 8)

18-19

Benchmarks to be implemented for both ELA and Math, implemented at least twice yearly and used to inform instruction.

Baseline

Benchmark assessments used to inform instruction via the math curriculum at multiple points throughout the school year. ELA assessments not developed this school year.

Metric/Indicator

E. Career Technical Education Coursework/Internships. (Priority 4C & 8)
*MCOE Community Schools do not yet offer a-g courses unless via dual enrollment with Cero Coso Community College.

18-19

CTE Coursework/Internship Plan to be revised as needed. Monitoring Tools to be used to support clear expectations for students and businesses, improve program, track attendance and skill attainment feedback loop.

Actual

All Juniors will take the CAASP and all Seniors will take the CAST in May 2019. In 2017-2018, 40% of students scored "Standard Nearly Met" and 60% of students scored "Standard Not Met" in Mathematics. For ELA/Literacy, 10% of students scored "Standard Exceeded," 50% scored "Standard Met" and 40% scored "Standard Not Met" Students can earn 35 credits per semester in seat time classes at both sites. Concurrent enrollment college classes are worth 3.3 high school credits per college unit. At the end of first semester, SRCS only had a middle school student, so no credits were earned. The GPA at SRCS was above a 3.0 for first semester. At the end of first semester, JWCS averaged 30 credits earned with an average GPA of a 2.57.

This was our first full year using Edmentum Online Assessments and Prescriptions. All students are assessed at the beginning of the school year or upon their enrollment in our program if they begin during the school year. Students were assessed again mid-year and they will be given the assessment again at the end of the school year. Currently, our focus is on Reading Comprehension for the 2018-2019 school year. Since this is the first year of use, we are learning more as we use the program. The 2019-2020 school year will begin with Math, ELA and Reading Comprehension and the assessments will be given 3 times per year for students enrolled all year with us or twice a year for students who finish the school year with us. These assessments will be used to inform instruction in addition to the individual prescriptions that it gives each student to work on.

No students participated in internships this school year. One senior at JWCS who was eligible for an internship was not interested in participating. The rest of the students needed the classes and elective credits being offered whole-class to meet their graduation requirements. Fall semester at JWCS, three students continued into Culinary Arts II and all students took American Government (in addition to US History) and PE. JWCS offered Health and Lifestyle Math second semester. SRCS offered PE first and second semester and art and guitar as electives.

In the 2018-2019 school year, three students at JWCS earned a-g credit (subject area F - Visual and Performing Arts) via concurrent enrollment at

Expected

Percentage of students successfully completing CTE or a-g coursework to be considered as baseline data.

Baseline

CTE Coursework is still in development. All students do take a Success 101 (Career Choices) class and depending on their schedule and graduation credit needs, students are offered and if interested, matched with an internship. This year, two students had yearlong internships, one in cosmetology and one with law enforcement

Metric/Indicator

*Priority 4B not addressed as this is linked to NCLB API requirements.
 *Priority 4G addressed in Goal 1 above.
 *Priority 4F not addressed as we do not offer AP courses at our community school programs at this time based on student needs. Students ready for advanced coursework are enrolled in college courses instead of AP courses.

Actual

Cerro Coso. One SRCS student earned a-g credits via Edmentum Courseware for Biology and Economics during second semester.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide priority focus for continuous Professional Development for ELD standards and ELD/ELA Framework, along with enhanced supplemental strategies (This action is also listed as Goal 1, Action 4 - as it will help us meet multiple metrics. The cost is split between the two action steps.) EAMO A, B, C (Priority 4D & 4E).	Because we had no designated EL students enrolled this year, this priority focus was not addressed for this school year. Three PLC (professional learning community) scheduled meetings were cancelled this school year due to severe weather and road closures. ELD/ELA framework and enhanced supplemental strategies will be a focus for us again in the 2019-2020 school year. One half day conference was attended by the Principal to maintain skills and	1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$1,000	1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$0
		1xxx 1000-1999: Certificated Personnel Salaries Title III \$100	1xxx 1000-1999: Certificated Personnel Salaries Title III \$100

knowledge of current research in this area.

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Teachers will track designated ELD services provided and administration will regularly observe and provide training/coaching as needed. Commit additional time and focus to ensure support to teachers in this area. (This action is also listed as Goal 1, Action 5 - as it will help us meet multiple metrics. The cost is split between the two action steps.) EAMO A, B, C (Priority 4D & 4E)</p>	<p>Because we had no designated EL students enrolled this year, this priority focus was not addressed for this school year. Three PLC (professional learning community) scheduled meetings were cancelled this school year due to severe weather and road closures. ELD/ELA framework and enhanced supplemental strategies will be a focus for us again in the 2019-2020 school year.</p>	<p>1xxx 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$5,000</p>	<p>1xxx 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$0</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Implement (twice yearly) a system of interim assessments to inform instructional practices in both ELA and Math. EAMO D (Priority 8)</p>	<p>The Edmentum online assessments with prescriptions program was implemented for ELA and Reading Comprehension at both sites with fidelity this year. Edmentum math prescriptions were introduced at both sites, but were not continued second semester. Edmentum math prescriptions will be re-introduced in the fall at both sites. Students took two to three interim assessments this year. All students took the initial assessment for Reading</p>	<p>5xxx LCFF \$2,000</p>	<p>5xxx Other \$3718.50</p>

Comprehension at the beginning of the school year or upon their enrollment with us. Assessments were given again at the end of first semester and then at the end of the school year.

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Revise and improve, as needed, the Career Technical Education Coursework/Internship Plan and monitoring tools. EAMO E (Priority 4C & 8)</p>	<p>No students participated in internships this school year. One senior at JWCS who was eligible for an internship was not interested in participating. The rest of the students needed the classes and elective credits being offered whole-class to meet their graduation requirements. For the 2019-2020 school year, all students will earn their ServSafe food handler's card again. Depending on the students enrolled at JWCS, Mr. Gallant may teach Culinary Arts again.</p>	<p>N/A 1000-1999: Certificated Personnel Salaries LCFF No additional cost. Included in regular staff duties.</p>	<p>N/A 1000-1999: Certificated Personnel Salaries LCFF No additional cost. Included in regular staff duties.</p>

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Overall, our actions and services were implemented appropriately based on the individual needs of our students. Based on data, math will continue to be a focus of our work next year in using interim assessments to further inform our instructional practices.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Overall, our students are meeting the goals outlined as measured by our outcomes. Math is the area that continues to be a concern. We were not completely successful in one of our actions and services in this area and it will become a focus again next year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Because we have small student numbers, there requires a great deal of flexibility in our planning and budgeting. In general, our budgeted expenditures matched our actual expenditures. There were a few changes. For Action 2 the budgeted amount was not spent on training this year, in part due to severe weather and road closures preventing our staff from being able to come together, and in part due to the fact that we had zero students enrolled in the target group. For Action 3, we overspent our budget, however, this was because we were able to utilize some special funding to support the purchase of a multi-year license of the Edmentum software rather than the one year we generally purchase at a time.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We feel we are still on track in this three year plan to continue to work to achieve our stated goals and that the actions and services need more time to be fully implemented. No changes are being made at this time. In the area of math achievement, we will be sure to closely consider our date and possible changes to our actions and services in the 2020 LCAP planning period.

Annual Update

LCAP Year Reviewed: **2018-19**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 3

Engagement: MCOE is committed to providing a collaborative culture for all students, (including expelled youth, students with exceptional needs, low income students, English Learners, RFEP students and foster youth) parents, teachers, staff and the community that sustains parental involvement and promotes the social, emotional, and academic growth of all of our students.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

A. Parent Engagement - Parent Advisory Committee. (Priority 3A-C, & 6C)

18-19

AC to be established in the Fall, to represent all student groups and to meet formally at least twice.

Baseline

PAC met 3 times this year and includes teachers, and students. 2 informally via parent nights and one formal meeting. PAC represents most of our student subgroups.

Metric/Indicator

B. Parent engagement (Priority 3A-C)

18-19

Continue to hold two or more parent/family school events and continue to provide and train all parents on access to the SIS.

Baseline

Actual

At the school registration/family night parents were solicited to be apart of the Parent Advisory Committee and no parents wanted to commit to taking part in the PAC. 100% of the students/families attended the registration event. We continued to reach out individually to families throughout the year and were not successful in engaging parents to make this commitment. We have been successful in past years, and will continue to find out from parents how we can make these meetings more convenient, welcoming, or desired. Parent attendance and engagement in our twice yearly student-led conferences has been extremely high when not 100%, so we will pursue holding the PAC meetings as a combined event next year.

In addition to the registration family event at JWCS two days before school began, there were also two family nights/Student Led Conferences, one at the end of first quarter and one at the end of third quarter. Both SLC's at JWCS had 80% attendance rates. SRCS only had one student at the end of first semester, so SRCS had an individual Student Led Conference.

Expected

Two parent/family events were held in 2016-17. All parents provided access to SIS and trained in its use.

Metric/Indicator

C. Student attendance rates. (Priority 5A & 5B)

18-19

Improve student attendance rates to 93%
Decrease chronic absenteeism rate to 40%

Baseline

2016-2017 Attendance rates were problematic due to various reasons. (See annual update.) Average attendance rate – 89%
Chronic absenteeism rates – 60%

Metric/Indicator

D. Graduation and dropout rates.

*MCOE does not use a 4 year cohort graduation rate as it is not applicable to our community schools. (Priority 5C-E)

18-19

Improve graduation rate to 93% and improve dropout rate to zero.

Baseline

2016-2017

Graduation rate 88% (7 of 8 eligible students)
Dropout rate 2.8% (1 of 35 students)

Metric/Indicator

E. Student suspension and expulsion rates. (Priority 6A-C)

18-19

Reduce suspension rate to 8% and maintain low expulsion rate.

Baseline

2016-2017 suspension rate was 14% (5 of 35 students) expulsion rate 0%

Actual

Attendance at JWCS continues to be problematic. We had two students this year with health issues that hurt the attendance rates. One graduated in January (73% attendance rate) and the other student continues to miss school (46% attendance rate). The SARB process is being utilized at JWCS to help improve attendance, and out of 18 students enrolled for the school year, only 5 had lower than 90% attendance (28% chronic absenteeism at JWCS). JWCS had an 85% attendance rate for first semester and SRCS had above a 97% attendance rate for first semester.

All students currently enrolled are on track to graduate. We have not had any students drop out this year. One 18 year old student left JWCS for the MCOE Adult Education program to complete his graduation requirements, and continues to work towards that goal.

The Community School has not expelled any students for more than 5 years. SRCS had no suspensions this year and JWCS had a 33% suspension rate (6 out of 18 students were suspended at least once).

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Solicit parent members for school advisory committee in the Fall and continue at least two family events. (Targeting representation by student subgroups: low income, English learner, special needs students' families and foster youth.) Teachers and students to be included. Continue to elicit feedback via survey as well as discussion regarding sense of safety and climate; decision making and increasing parental participation. EAMO A, B (Priority 3A-C & 6C)</p>	<p>At the school registration/family night parents were solicited to be a part of the Parent Advisory Committee and no parents wanted to commit to taking part in the PAC. 100% of the students/families attended the registration event. We continued to reach out individually to families throughout the year and were not successful in engaging parents to make this commitment. We have been successful in past years, and will continue to find out from parents how we can make these meetings more convenient, welcoming, or desired. Parent attendance and engagement in our twice yearly student-led conferences has been extremely high when not 100%, so we will pursue holding the PAC meetings as a combined event next year. 90% of the families took the feedback survey at the third quarter student led conferences.</p>	<p>2xxx Supplemental and Concentration \$2,100</p>	<p>2xxx Supplemental and Concentration \$1,800</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Monitor and support the parent/student portal use in the SIS (train new users). EAMO B (Priority 3A-C)</p>	<p>All parents were given log in instructions and training at the registration night and then again at both student led conferences. Only five families set up parent</p>	<p>2xxx LCFF \$500</p>	<p>2xxx LCFF \$500</p>

log-in accounts. All students have log-in accounts and check their grades regularly and some show their grades via their account to their families.

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Continue program for student self-monitoring of attendance goals. Continue school-wide monitoring of student attendance and utilizing SARB process for chronic absenteeism. EAMO C (Priority 5A & 5B)</p>	<p>Absences and tardies are logged daily and combined into monthly record sheets. Weekly raffle drawing is done at JWCS for students with 100% attendance and no tardies for the week.</p>	<p>2xxx LCFF \$5,000</p>	<p>2xxx LCFF \$5000</p>

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Monitor academic progress toward graduation requirements on a quarterly basis and consult students and parents on progress. Revise ILP accordingly. Continue to implement student-led conference protocol each semester. EAMO D (Priority 5C-E)</p>	<p>All high school students receive an updated transcript at least quarterly. Individual Learning Plan (ILP) is done upon enrollment and then updated twice a year. One Student Led Conference is held each semester (after the end of first and third quarters at JWCS).</p>	<p>N/A 1000-1999: Certificated Personnel Salaries LCFF No additional cost. Included in regular staff duties.</p>	<p>N/A 1000-1999: Certificated Personnel Salaries LCFF No additional cost. Included in regular staff duties.</p>

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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Continue to train staff and implement effective classroom management strategies. Love and Logic strategies to be reviewed on an ongoing basis. EAMO E (Priority 6A & 6B)

Love and Logic strategies are reviewed at PLCs. One two hour Love and Logic training was given to JWCS teacher when PLC was cancelled due to severe weather in March. Community School teachers and principal did a book study this year on a book similar to some Love and Logic strategies titled, "17 Things that Great Teachers do Differently" by Whitaker.

5xxx LCFF \$1,500

5xxx LCFF \$60

Action 6

Planned Actions/Services

Continue to implement well-planned, engaging instruction. (Continue training in project based lessons and mathematical mindsets to increase rigor and authentic engagement in the learning process.) EAMO C, D, E (Priority 5A-E, 6A & 6B)

Actual Actions/Services

Teachers at both sites continue to implement well-planned, engaging instruction. Teachers at both sites planned and implemented 3 Project Based Learning units this year independently. Next year with high school students in the SRCS classroom, projects can be planned and implemented collaboratively again. Next year all students will take the free online Mathematical Mindset short student course available from Stanford University.

Budgeted Expenditures

N/A 1000-1999: Certificated Personnel Salaries LCFF No additional cost. Included in regular staff duties.

Estimated Actual Expenditures

N/A 1000-1999: Certificated Personnel Salaries LCFF No additional cost. Included in regular staff duties.

Action 7

Planned Actions/Services

Continue to administer annual LCAP stakeholders survey and semi-annual CHKS survey to monitor sense of safety and school connectedness.

Actual Actions/Services

All students enrolled in the month of February took the LCAP survey. In addition, 90% of the JWCS parents took the LCAP survey in April.

Budgeted Expenditures

N/A 1000-1999: Certificated Personnel Salaries LCFF No additional cost. Included in regular staff duties.

Estimated Actual Expenditures

N/A 1000-1999: Certificated Personnel Salaries LCFF No additional cost. Included in regular staff duties.

EAMO C, D, E (Priority 5A-E, 6A-C)

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Our actions and services were implemented this school year except for our parent advisory committee as we were unable to get parents to commit to this committee.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

It is difficult to compare data from year to year with such a small group of students. Our actions and services were implemented, however not fully successful this year. We are quite disappointed with our suspension rates and attendance has been very problematic for a few individual students, but our overall chronic absenteeism rate has greatly improved. Last year, however, our rates were improved in both areas.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Because we have small student numbers, there requires a great deal of flexibility in our planning. In general, our budgeted expenditures matched our actual expenditures. There were a few changes. For Action 1 the budgeted amount was not spent this year, as we were unable to get parents to commit to this committee. For Action 5, we chose to focus on local trainings and did not send teachers out to travel to other trainings, as more local support and coaching was needed to implement strategies already learned at previous trainings.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We believe we are still implementing the correct actions and services and will continue to give them another year to be fully implemented, so no changes will be made at this time.

Stakeholder Engagement

LCAP Year: **2019-20**

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

MCOE Admin Team: 10/9/18, 6/4/19

Parent Meetings: (These also served as Parent Advisory Committee Meetings and included teachers and bargaining unit members): 8/20/18, 11/7/18, 4/9/19

Student Discussions and Survey: 2/12/19

Stakeholder Survey Open Window (including teachers and bargaining unit members): 2/12/19 - 4/30/19

MCOE Board: 6/6/19, 6/20/19

Parent Advisory Committee (including teachers and bargaining unit members): Unfortunately, no PAC this school year, as no parents were willing to commit. See dates above for parent meetings - as we did use these meetings in place of a formal PAC.

Public Hearing on the LCAP and Budget: 6/6/19

MCOE Board adopts LCAP and Budget: 6/20/19

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

Dates referenced above all served to discuss and share 2018-2019 LCAP plan progress towards goals, actions and services, and budget expenditures. Feedback received via all stakeholder engagement activities (meetings and survey data) were in support of continuing trajectory of existing LCAP activities, goals and expenditures, with a focus on fully implementing planned actions and services not fully implemented this year. No feedback was given that indicated a need for substantive changes to the plan or suggested alternate goals, actions or expenditures.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 1

Conditions of Learning: MCOE will provide a safe environment for all students, (including expelled youth, students with exceptional needs, low income students, English Learners, RFEP students and foster youth), to learn and be supported in their access to and instruction in a broad course of study that is standards-aligned.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)
 Priority 9: Expelled Pupils – COEs Only (Conditions of Learning)
 Priority 10: Foster Youth – COEs Only (Conditions of Learning)

Local Priorities:

Identified Need:

The following needs were identified as a result of stakeholder input and reviewing data from state and local metrics.

A. Increase access to standards-aligned high-quality instructional materials. (Priority 1)

Current textbooks are not standards-aligned and supplemental materials are being piloted.

B. Maintain safe school facilities in good repair. (Priority 1)

C. Further implementation and training is needed in new California standards in Math, ELA and ELD. (Priority 2)

D. Continue the implementation of integrated ELD and increase implementation of designated ELD (Priority 2)

Designated ELD services are still not being provided on a regular basis across all school sites.

E. Maintain a broad course of study and options for all students. (Priority 7)

Baseline: 2015-16 Students develop an Individual Learning Plan and courses or needs are met via independent study, direct instruction, project-based learning, partnership with Cerro Coso Community College and Internships. (Priority 7)

F. Maintain positive relationships and efficiency of coordinated process between Mono County school districts and MCOE (Priority 9)

Feedback regarding communication between districts and COE and process for identifying and serving students at risk, and specifically students at risk of being expelled and/or expelled students has been greatly improved and is functioning well.

G. Provide a rigorous academic education (see Goal 2 for all students) combined with socio-emotional services to students who are expelled from schools in the county. Maintain positive relationships and efficiency of coordinated services with community organizations and agencies for all expelled students served by MCOE. (Priority 9).

H. Foster Youth in our county need to be better served, due to the fact that we have had an influx of pre-school age foster youth in our county and a better understanding of other foster youth in our county. A system needs to be developed to (a) work with the county child welfare agency to minimize changes in school placement; (b) provide education-related information to the county child welfare agency to assist in the delivery of coordinated services to foster children, including updates on educational status and progress; (c) respond to requests from the juvenile probation department to ensure the delivery and coordination of necessary educational services; and (d) establish a mechanism for the efficient expeditious transfer of health and education records. (Priority 10)

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
A. Sufficient access to standards-aligned instructional materials. (Priority 1B)	Teachers currently provide one complete PBL unit per year. Teachers use supplemental materials to ensure all students have sufficient access to the standards-aligned instructional materials.	100% of students will have sufficient access to standards-aligned instructional materials. Teachers will provide 1 complete PBL unit per semester.	100% of students will have sufficient access to standards-aligned instructional materials. Teachers will provide 3 complete PBL units per year.	100% of students will have sufficient access to standards-aligned instructional materials. Teachers will provide 2 complete PBL units per semester.
B. School facilities are maintained in good repair. (Priority 1C)	100% of facilities are maintained in good repair.	100% of facilities are maintained in good repair.	100% of facilities are maintained in good repair.	100% of facilities are maintained in good repair.
C. State board adopted academic content and performance standards implemented for all. (Priority 2A)	Content standards have been explicitly mapped for some courses. Performance standards matching that of the rigor of the California standards maintained for all. Credit is not	Content standards will be explicitly mapped for all ELA, Math, ELD and Science courses. Performance standards matching that of the rigor of the California standards maintained	Content standards will be explicitly mapped for all courses. Performance standards matching that of the rigor of the California standards maintained for all. Credit is not	Content standards will be explicitly mapped for all courses in which they are needed and not yet completed. Performance standards matching that of the rigor of the California

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	given for D work in our Community Schools.	for all. Credit is not given for D work in our Community Schools.	given for D work in our Community Schools.	standards maintained for all. Credit is not given for D work in our Community Schools.
D. Services for EL Students. (Priority 2B)	Designated and Integrated ELD services being delivered but not greatly monitored	100% of EL students will receive Integrated and Designated ELD services as tracked by teachers and monitored/coached by administration.	100% of EL students will receive Integrated and Designated ELD services utilizing enhanced strategies as tracked by teachers and monitored/coached by administration.	100% of EL students will receive Integrated and Designated ELD services utilizing enhanced strategies as tracked by teachers and monitored/coached by administration.
E. Utilize the ILPs for meeting student needs for a broad course of study and developing educational options. (Priority 4G and 7A-C)	All students created ILPs, reviewed/revise them twice at designated benchmarks and shared their goals and progress with their parent(s) twice via student-led conferences.	All students will continue to create ILPs, review/revise them twice a year at designated time periods and share their goals and progress with their parent(s) via student-led conferences. ILP focus to be on college readiness, ensuring a broad course of study and programs and services for unduplicated pupils and individuals with exceptional needs.	All students will continue to create ILPs, review/revise them twice a year at designated time periods and share their goals and progress with their parent(s) via student-led conferences. ILP focus to be on college readiness, ensuring a broad course of study and programs and services for unduplicated pupils and individuals with exceptional needs.	All students will continue to create ILPs, review/revise them twice a year at designated time periods and share their goals and progress with their parent(s) via student-led conferences. ILP focus to be on college readiness, ensuring a broad course of study and programs and services for unduplicated pupils and individuals with exceptional needs.
F. Maintain participation in the SST process for identifying at risk students and options for services while ensuring all agency partners are involved as appropriate. (Priority 9, 10A) *Mono	MCOE administration (and Foster Youth Coordinator and SELPA Director as appropriate) is regularly invited to participate in the SST/IEP process for at risk students (including	MCOE administration (and Foster Youth Coordinator and SELPA Director as appropriate) will continue to regularly participate in the SST process for at risk students (including	MCOE administration (and Foster Youth Coordinator and SELPA Director as appropriate) will continue to regularly participate in the SST process for at risk students (including	MCOE administration (and Foster Youth Coordinator and SELPA Director as appropriate) will continue to regularly participate in the SST process for at risk students (including

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>County rarely has expelled youth.. Our goal is to offer alternative placements that may be more successful for certain at risk students. We strive to work with multiple agencies to provide support to students prior to expulsion. It is our goal to not have students expelled throughout our county, however, we do provide services to expelled students via our community schools if needed.</p>	<p>expelled, those at risk of expulsion and foster youth) from both districts. Focus for foster you is to minimize changes in school placement.</p>	<p>expelled, those at risk of expulsion and foster youth) from both districts. Focus for foster you is to minimize changes in school placement.</p>	<p>expelled, those at risk of expulsion and foster youth) from both districts. Focus for foster you is to minimize changes in school placement.</p>	<p>expelled, those at risk of expulsion and foster youth) from both districts. Focus for foster youth is to minimize changes in school placement.</p>
<p>G. Continuation of coordinated services support with community agency resources. (Priority 9, 10B & 10D)</p>	<p>MCOE staff regularly coordinates support services for students as appropriate. (This includes students who have been expelled, those at risk of expulsion and foster youth.)</p>	<p>MCOE staff will continue to regularly coordinate support services for students as appropriate. (This includes students who have been expelled, those at risk of expulsion and foster youth.)</p>	<p>MCOE staff will continue to regularly coordinate support services for students as appropriate. (This includes students who have been expelled, those at risk of expulsion and foster youth.)</p>	<p>MCOE staff will continue to regularly coordinate support services for students as appropriate. (This includes students who have been expelled, those at risk of expulsion and foster youth.)</p>
<p>H. Review, monitor and modify the Foster Youth Services Coordinating Program (FYSCP). (Priority 10B-D)</p>	<p>FYSCP shared quarterly reports with the Executive Advisory Council to document program accomplishments. The FYSCP Coordinator reports annually to the</p>	<p>FYSCP will continue to share quarterly reports with the Executive Advisory Council to document program accomplishments. The FYSCP Coordinator will continue to report</p>	<p>FYSCP will continue to share quarterly updates with the Executive Advisory Council to document program accomplishments. The FYSCP Coordinator will continue to report</p>	<p>FYSCP will continue to share quarterly updates with the Executive Advisory Council to document program accomplishments. The FYSCP Coordinator will continue to provide and</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Mono County Board of Education.	annually to the Mono County Board of Education.	annually to the Mono County Board of Education.	update annually to the Mono County Board of Education.
I. Maintain and improve a successful multi-agency team resulting in high-quality educational and social-emotional services for foster and high-risk children and youth that are in the Child Welfare and Probation Department systems. (Priority 10A-D)	FYSCP Executive Advisory Council meets quarterly. Meeting notes track FYSC program progress and multi-agency collaboration.	FYSCP Executive Advisory Council will continue to meet quarterly. Meeting notes will continue to track FYSC program progress and multi-agency collaboration.	FYSCP Executive Advisory Council will continue to meet quarterly. Meeting notes will continue to track FYSC program progress and multi-agency collaboration.	FYSCP Executive Advisory Council will continue to meet quarterly. Meeting notes will continue to track FYSC program progress and multi-agency collaboration.
J. Increase services provided to foster youth. (Priority 10B)	Tracking tool developed to track services to districts to support foster youth as well as direct service coordination and direct services to foster youth.	Tracking tool will show increased services to foster youth.	Tracking tool will show increased services to foster youth.	Tracking tool will show maintained or increased services to foster youth in customized services specific to student needs and as appropriate to their individual situation.
*Priority 1A not addressed - NCLB Highly Qualified Teacher Requirements.	All of our teachers are and will continue to be fully credentialed and assigned to best fit student needs, per state requirements.	All of our teachers are and will continue to be fully credentialed and assigned to best fit student needs, per state requirements.	All of our teachers are and will continue to be fully credentialed and assigned to best fit student needs, per state requirements.	All of our teachers are and will continue to be fully credentialed and assigned to best fit student needs, per state requirements.

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Teachers will fully support and implement standards-aligned math program for all students while integrating lessons in alignment with Mathematical Mindsets approach.
EAMO A (Priority 1B)

2018-19 Actions/Services

Teachers will continue to fully support and implement standards-aligned math program for all students while integrating lessons in alignment with Mathematical Mindsets approach.
EAMO A (Priority 1B)

2019-20 Actions/Services

Teachers will continue to fully support and implement standards-aligned math program for all students while integrating lessons in alignment with Mathematical Mindsets approach.
EAMO A (Priority 1B)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,000	\$1,000	\$1,000
Source	Lottery	LCFF	LCFF
Budget Reference	4xxx	1000-1999: Certificated Personnel Salaries 1xxx	1000-1999: Certificated Personnel Salaries 1xxx

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

2017-18 Actions/Services

Continue professional development in PBL and develop shared projects with identified, standards-aligned, supplemental content resources.
EAMO A, C (Priority 1B, 2A)

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

2018-19 Actions/Services

Continue professional development in PBL and develop shared projects with identified, standards-aligned, supplemental content resources.
EAMO A, C (Priority 1B, 2A)

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2019-20 Actions/Services

Continue professional development in PBL and develop shared projects with identified, standards-aligned, content resources.
EAMO A, C (Priority 1B, 2A)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$4,000	\$4,000	\$4,000
Source	LCFF	LCFF	LCFF
Budget Reference	5xxx	5000-5999: Services And Other Operating Expenditures 5xxx	5000-5999: Services And Other Operating Expenditures 5xxx

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Annual facilities review completed by staff and follow-up actions determined and completed. EAMO B (Priority 1C)	Annual facilities review completed by staff and follow-up actions determined and completed. EAMO B (Priority 1C)	Annual facilities review completed by staff and follow-up actions determined and completed. EAMO B (Priority 1C)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	No additional cost - included in regular staff duties	No additional cost - included in regular staff duties	No additional cost - included in regular staff duties
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries N/A	2000-2999: Classified Personnel Salaries N/A	2000-2999: Classified Personnel Salaries N/A

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Limited to Unduplicated Student Group(s)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Provide continuous Professional Development for ELD standards and ELD/ELA Framework, along with enhanced supplemental strategies. EAMO C and D (Priority 2A and 2B)

2018-19 Actions/Services

Provide priority focus for continuous Professional Development for ELD standards and ELD/ELA Framework, along with enhanced supplemental strategies. (This action is also listed as Goal 2, Action 1 - as it will help us meet

2019-20 Actions/Services

Maintain focus on continuous Professional Development for ELD standards and ELD/ELA Framework, along with enhanced supplemental strategies. (This action is also listed as Goal 2, Action 1 - as it will help us meet multiple metrics.

multiple metrics. The cost is split between the two action steps.)
EAMO C and D (Priority 2A and 2B)

The cost is split between the two action steps.)
EAMO C and D (Priority 2A and 2B)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,500	\$2,500	\$2,500
Source	Supplemental and Concentration	Supplemental	Supplemental
Budget Reference	5xxx	5000-5999: Services And Other Operating Expenditures 5xxx	5000-5999: Services And Other Operating Expenditures 5xxx

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Limited to Unduplicated Student Group(s)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

2017-18 Actions/Services

Select from New, Modified, or Unchanged for 2018-19

Modified Action

2018-19 Actions/Services

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2019-20 Actions/Services

Teachers will track designated ELD services provided and administration will regularly observe Integrated and Designated ELD and provide training/coaching as needed to ensure enhanced services.
EAMO D (Priority 2B)

Teachers will track designated ELD services provided and administration will regularly observe Integrated and Designated ELD and provide training/coaching as needed to ensure enhanced services. Commit additional time and focus to ensure support to teacher in this area. (This action is also listed as Goal 2, Action 2 - as it will help us meet multiple metrics. The cost is split between the two action steps.)
EAMO D (Priority 2B)

Maintain focus to ensure teachers continue to track designated ELD services provided and administration will regularly observe Integrated and Designated ELD and provide training/coaching as needed to ensure enhanced services. (This action is also listed as Goal 2, Action 2 - as it will help us meet multiple metrics. The cost is split between the two action steps.)
EAMO D (Priority 2B)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,500	\$5,000	\$2,800
Source	Supplemental and Concentration	Supplemental	Supplemental
Budget Reference	5xxx	1000-1999: Certificated Personnel Salaries 1xxx	1000-1999: Certificated Personnel Salaries 1xxx

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services

Continue implementation of new ILP protocol and revise as needed.
EAMO E (Priority 7A-C)

2018-19 Actions/Services

Continue implementation of new ILP protocol and revise as needed.
EAMO E (Priority 7A-C)

2019-20 Actions/Services

Continue implementation of new ILP protocol and revise as needed.
EAMO E (Priority 7A-C)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	No additional cost - included in regular staff duties	No additional cost - included in regular staff duties	No additional cost - included in regular staff duties
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries N/A	1000-1999: Certificated Personnel Salaries N/A	1000-1999: Certificated Personnel Salaries N/A

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services

Continue to partner with Cerro Coso Community College to offer dual enrollment classes, and Adult Education to offer CTE and basic skills classes. EAMO E (Priority 4G and 7A-C)

2018-19 Actions/Services

Continue to partner with Cerro Coso Community College to offer concurrent enrollment classes, and Adult Education to offer CTE and basic skills classes. EAMO E (Priority 4G and 7A-C)

2019-20 Actions/Services

Continue to partner with Cerro Coso Community College to offer concurrent enrollment classes, and Adult Education to offer CTE and basic skills classes. EAMO E (Priority 4G and 7A-C)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,000	\$1,000	\$500
Source	LCFF	LCFF	LCFF
Budget Reference	4xxx,5xxx	4xxx,5xxx	4000-4999: Books And Supplies

Action 8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services

Continue tracking participation in LEA SST/IEP process for at-risk students including student placement and support plans. Focus is on multi-agency early interventions for expelled students, those at risk of expulsion and foster youth as applicable.
EAMO F (Priority 9, 10B-C)

2018-19 Actions/Services

Continue tracking participation in LEA SST/IEP process for at-risk students including student placement and support plans. Focus is on multi-agency early interventions for expelled students, those at risk of expulsion and foster youth as applicable.
EAMO F (Priority 9, 10B-C)

2019-20 Actions/Services

Continue tracking participation in LEA SST/IEP process for at-risk students including student placement and support plans. Focus is on multi-agency early interventions for expelled students, those at risk of expulsion and foster youth as applicable.
EAMO F (Priority 9, 10B-C)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	No additional cost - included in regular staff duties	No additional cost - included in regular staff duties	No additional cost - included in regular staff duties
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries N/A	1000-1999: Certificated Personnel Salaries N/A	1000-1999: Certificated Personnel Salaries N/A

Action 9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Continue participation in SARB process and coordination of community support resources. Ensure proper agencies are involved with students from the foster system and those who have been expelled or are at risk of expulsion.
EAMO G (Priority 9, 10A-C)

2018-19 Actions/Services

Continue participation in SARB process and coordination of community support resources. Ensure proper agencies are involved with students from the foster system and those who have been expelled or are at risk of expulsion.
EAMO G (Priority 9, 10A-C)

2019-20 Actions/Services

Continue participation in SARB process and coordination of community support resources. Ensure proper agencies are involved with students from the foster system and those who have been expelled or are at risk of expulsion.
EAMO G (Priority 9, 10A-C)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	No additional cost - included in regular staff duties	No additional cost - included in regular staff duties	No additional cost - included in regular staff duties
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries N/A	2000-2999: Classified Personnel Salaries N/A	2000-2999: Classified Personnel Salaries N/A

Amount			No additional cost - included in regular staff duties
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

Action 10

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

2017-18 Actions/Services

Continue to map standards to ensure rigor and depth of coverage through project based learning and other instructional models. Ensure all content areas have sufficient standards-aligned instructional materials for all students.
EAMO A, C, E (Priority 1B, 2A, 7A-C)

Select from New, Modified, or Unchanged for 2018-19

Modified Action

2018-19 Actions/Services

Continue to map standards to ensure rigor and depth of coverage through project based learning and other instructional models. Ensure all content areas have sufficient standards-aligned instructional materials for all students.
EAMO A, C, E (Priority 1B, 2A, 7A-C)

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2019-20 Actions/Services

Continue to map standards to ensure rigor and depth of coverage through project based learning and other instructional models. Ensure all content areas have sufficient standards-aligned instructional materials for all students.
EAMO A, C, E (Priority 1B, 2A, 7A-C)

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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,000	\$1,000	\$0
Source	Lottery	Lottery	Lottery
Budget Reference	4xxx	4000-4999: Books And Supplies 4xxx	4000-4999: Books And Supplies Edmentum multi-year license paid 2018-19
Amount		\$1,000	\$1,000
Source		LCFF	LCFF
Budget Reference		1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

Action 11

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Foster Youth

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Limited to Unduplicated Student Group(s)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Maintain .5 FTE Foster Youth Coordinator responsible for:
 A. developing/reviewing the Foster Youth Services Program Plan with guidance from the CDE and the Mono County FYSCP Executive Advisory Council
 B. developing information sharing agreements between Foster Youth Service Program serving agencies and school districts
 C. providing timely information to schools re: foster youth
 D. providing trainings to school districts and county agency staff
 E. ensuring coordination with all agencies including county child welfare agency to minimize changes in school placement.
 EAMO H, I, J (Priority 10A-D)

2018-19 Actions/Services

Maintain .5 FTE Foster Youth Coordinator responsible for:
 A. developing/reviewing the Foster Youth Services Program Plan with guidance from the CDE and the Mono County FYSCP Executive Advisory Council
 B. developing information sharing agreements between Foster Youth Service Program serving agencies and school districts
 C. providing timely information to schools re: foster youth
 D. providing trainings to school districts and county agency staff
 E. ensuring coordination with all agencies including county child welfare agency to minimize changes in school placement
 EAMO H, I, J (Priority 10A-D)
 Community School Principal and School Secretary will coordinate efforts as needed for Case Management and system efficiency as related to above:

2019-20 Actions/Services

Maintain .5 FTE Foster Youth Coordinator responsible for:
 A. developing/reviewing the Foster Youth Services Program Plan with guidance from the CDE and the Mono County FYSCP Executive Advisory Council
 B. developing information sharing agreements between Foster Youth Service Program serving agencies and school districts
 C. providing timely information to schools re: foster youth
 D. providing trainings to school districts and county agency staff
 E. ensuring coordination with all agencies including county child welfare agency to minimize changes in school placement
 EAMO H, I, J (Priority 10A-D)
 Community School Principal and School Secretary will coordinate efforts as needed for Case Management and system efficiency as related to above:

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$60,000	\$60,000	\$60,000
Source	Foster Youth Grant	Foster Youth Grant	Foster Youth Grant
Budget Reference	1xxx,2xxx,5xxx	2000-2999: Classified Personnel Salaries 2xxx	2000-2999: Classified Personnel Salaries

Amount	\$1,200	\$5,000	\$5,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference		2000-2999: Classified Personnel Salaries 1xxx, 2xxx	2000-2999: Classified Personnel Salaries

Action 12

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Foster Youth

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Limited to Unduplicated Student Group(s)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

2017-18 Actions/Services

Coordinate educational and social-emotional support services based on referrals
EAMO H, I, J (Priority 10B & 10C)

Select from New, Modified, or Unchanged for 2018-19

Modified Action

2018-19 Actions/Services

Coordinate educational and social-emotional support services based on referrals
EAMO H, I, J (Priority 10B & 10C)

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2019-20 Actions/Services

Coordinate educational and social-emotional support services based on referrals
EAMO H, I, J (Priority 10B & 10C)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$15,000	\$15,000	\$15,000
Source	Foster Youth Grant	Foster Youth Grant	Foster Youth Grant
Budget Reference	1xxx,5xxx	2000-2999: Classified Personnel Salaries 2xxx	2000-2999: Classified Personnel Salaries 2xxx
Amount	\$500	\$250	\$250
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental
Budget Reference		1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

Action 13

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Foster Youth

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Limited to Unduplicated Student Group(s)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

2017-18 Actions/Services

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

2018-19 Actions/Services

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2019-20 Actions/Services

Survey multi-agency partners, students and caretakers at the end of the school year to evaluate, review, monitor and modify Foster Youth Services Coordinating Program. Survey to determine if the following was shared/completed in a timely manner:

- Foster Youth information/needs between Mono County Child Welfare, MCOE and school districts
- Transfer of educational records, including IEP information
- COE response to Child Welfare Services and Probation
- Enrollment in school and other support services

EAMO H, I, J (Priority 10A-D)

Survey multi-agency partners, students and caretakers at the end of the school year to evaluate, review, monitor and modify Foster Youth Services Coordinating Program. Survey to determine if the following was shared/completed in a timely manner:

- Foster Youth information/needs between Mono County Child Welfare, MCOE and school districts
- Transfer of educational records, including IEP information
- COE response to Child Welfare Services and Probation
- Enrollment in school and other support services

EAMO H, I, J (Priority 10A-D)

Survey multi-agency partners, students and caretakers at the end of the school year to evaluate, review, monitor and modify Foster Youth Services Coordinating Program. Survey to determine if the following was shared/completed in a timely manner:

- Foster Youth information/needs between Mono County Child Welfare, MCOE and school districts
- Transfer of educational records, including IEP information
- COE response to Child Welfare Services and Probation
- Enrollment in school and other support services

EAMO H, I, J (Priority 10A-D)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$500	\$500	\$500
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental
Budget Reference	5xxx	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries

Action 14

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
 (Select from All, Students with Disabilities, or Specific Student Groups)
 Specific Student Groups: Expelled Students

Location(s):
 (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Review, revise, and resubmit, the Mono County Joint Plan for Providing Educational Services to Expelled Students (Due June 30, 2018). Expelled students are placed in MCOE Community Schools to receive continued instruction and opportunities.
EAMO G (Priority 9)

2018-19 Actions/Services

Review, as needed, the Mono County Joint Plan for Providing Educational Services to Expelled Students (Due June 30, 2021). Expelled students are placed in MCOE Community Schools to receive continued instruction and opportunities.
EAMO G (Priority 9)

2019-20 Actions/Services

Review, as needed, the Mono County Joint Plan for Providing Educational Services to Expelled Students (Due June 30, 2021). Expelled students are placed in MCOE Community Schools to receive continued instruction and opportunities.
EAMO G (Priority 9)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$500	No additional cost - included in regular staff duties	No additional cost - included in regular staff duties
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries 1xxx	1000-1999: Certificated Personnel Salaries 1xxx	1000-1999: Certificated Personnel Salaries 1xxx

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 2

Student Outcomes: All MCOE students, (including expelled youth, students with exceptional needs, low income students, English Learners, RFEP students, and foster youth) will perform at high academic levels.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

- A. Maintain high level of student progress in English Language Development. (Priority 4)
100% of ELs improved one level and reached proficiency on CELDT in 2014-15
2015-16 we had only 1 EL student, who came to our program this year, and did not show progress on the CELDT test.
- B. Maintain a high level of English learner reclassification rate. (Priority 4)
100% in 2014-15. See A. above for 2015-16.
- C. Maintain high levels of student achievement in core academic areas (Priority 4)
Baseline: 2014-15 Out of 5 students tested:
SBAC ELA – 40% met standard, 40% nearly met standard, 20% did not meet standard
SBAC Math – 20% met standard, 80% did not meet standard
Maintain rate of credit completion with acceptable GPA (C work or better required for credit)
- D. Development of a benchmark and formative assessment system to inform instructional practices. (Priority 8)
- E. Development of a cohesive Career Technical Education Coursework/Internship Plan and monitoring tools. (Priority 8)

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
A. Progress on English Language assessment. (Priority 4D)	100% of EL students made one level or more of progress on CELDT. (1 of 35 students was designated as an English Learner this year and when tested, showed 2 levels of growth.)	Baseline data gathered from ELPAC assessment.	80% of EL students or more to make significant progress on ELPAC assessment. (This item is to be reviewed and clarified after ELPAC assessment baseline data and scoring profiles is known.)	80% of EL students or more to make significant progress on ELPAC assessment. (This item is to be reviewed and clarified after ELPAC assessment baseline data and scoring profiles is known.)
B. Reclassification Rates. (Priority 4E)	0% of EL students met reclassification criteria. (1 of 35 students was designated as and English Learner. Despite 2 levels of progress on the CELDT, this student did not yet meet reclassification criteria.)	80% of EL students meet reclassification criteria.	80% of EL students meet reclassification criteria.	80% of EL students meet reclassification criteria.
C. Statewide assessments and credits completed per semester with average 2.0 GPA or higher (Priority 4A)	SBAC testing in 2016 results: ELA – 0% met, 100% nearly met Math – 0% met, 100% nearly met 2016-17 students are on track to meet an average of 30 credits per semester with and average GPA of 3.1.	SBAC ELA – 40% met standard, 60% nearly met standard SBAC Math – 20% met standard, 80% nearly met standard Maintain average of 30 credits or more completed per semester with average 2.0 GPA or higher	SBAC ELA – 50% met standard, 50% nearly met standard SBAC Math – 40% met standard, 60% nearly met standard Maintain average of 30 credits or more completed per semester with average 2.0 GPA or higher	SBAC ELA – 50% met standard, 60% nearly met standard SBAC Math – 40% met standard, 60% nearly met standard Maintain average of 30 credits or more completed per semester with average 2.0 GPA or higher
D. Benchmark assessments used to	Benchmark assessments used to	Benchmarks to be developed/chosen for	Benchmarks to be implemented for both	Benchmarks to be implemented for both

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
inform instruction. (Priority 8)	inform instruction via the math curriculum at multiple points throughout the school year. ELA assessments not developed this school year.	both ELA and Math, implemented at least twice yearly and used to inform instruction.	ELA and Math, implemented at least twice yearly and used to inform instruction.	ELA and Math, implemented at least twice yearly and used to inform instruction.
E. Career Technical Education Coursework/Internships. (Priority 4C & 8) *MCOE Community Schools do not yet offer a-g courses unless via dual enrollment with Cero Coso Community College.	CTE Coursework is still in development. All students do take a Success 101 (Career Choices) class and depending on their schedule and graduation credit needs, students are offered and if interested, matched with an internship. This year, two students had yearlong internships, one in cosmetology and one with law enforcement	CTE Coursework/Internship Plan to be further developed. Monitoring Tools to be developed to support clear expectations for students and businesses as well as attendance and skill attainment feedback loop. A-G coursework offerings to be further considered.	CTE Coursework/Internship Plan to be revised as needed. Monitoring Tools to be used to support clear expectations for students and businesses, improve program, track attendance and skill attainment feedback loop. Percentage of students successfully completing CTE or a-g coursework to be considered as baseline data.	CTE Coursework/Internship Plan to be revised as needed. Monitoring Tools to be used to support clear expectations for students and businesses, improve program, track attendance and skill attainment feedback loop. Percentage of students successfully completing CTE or a-g coursework to be increased.
*Priority 4B not addressed as this is linked to NCLB API requirements. *Priority 4G addressed in Goal 1 above. *Priority 4F not addressed as we do not offer AP courses at our community school programs at this time				

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
based on student needs. Students ready for advanced coursework are enrolled in college courses instead of AP courses.				

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Limited to Unduplicated Student Group(s)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Provide continuous Professional Development for ELD standards and

2018-19 Actions/Services

Provide priority focus for continuous Professional Development for ELD

2019-20 Actions/Services

Maintain focus on ELD standards and ELD/ELA Framework, along with

ELD/ELA Framework, along with enhanced supplemental strategies EAMO A, B, C (Priority 4D & 4E).

standards and ELD/ELA Framework, along with enhanced supplemental strategies (This action is also listed as Goal 1, Action 4 - as it will help us meet multiple metrics. The cost is split between the two action steps.) EAMO A, B, C (Priority 4D & 4E).

enhanced supplemental strategies. (This action is also listed as Goal 1, Action 4 - as it will help us meet multiple metrics. The cost is split between the two action steps.) EAMO A, B, C (Priority 4D & 4E).

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$518	\$1,000	\$1,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental
Budget Reference		1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$300	\$100	\$100
Source	Title III	Title III	Title III
Budget Reference	5xxx	1000-1999: Certificated Personnel Salaries 1xxx	1000-1999: Certificated Personnel Salaries 1xxx

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners

Limited to Unduplicated Student Group(s)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified Action

Modified Action

Unchanged Action

2017-18 Actions/Services

Teachers will track designated ELD services provided and administration will regularly observe and provide training/coaching as needed
EAMO A, B, C (Priority 4D & 4E)

2018-19 Actions/Services

Teachers will track designated ELD services provided and administration will regularly observe and provide training/coaching as needed. Commit additional time and focus to ensure support to teachers in this area. (This action is also listed as Goal 1, Action 5 - as it will help us meet multiple metrics. The cost is split between the two action steps.)
EAMO A, B, C (Priority 4D & 4E)

2019-20 Actions/Services

Continue focus to ensure Teachers will continue to track designated ELD services provided and administration will regularly observe and provide training/coaching as needed . (This action is also listed as Goal 1, Action 5 - as it will help us meet multiple metrics. The cost is split between the two action steps.)
EAMO A, B, C (Priority 4D & 4E)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,000	\$5,000	\$5,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental
Budget Reference	1xxx and 2xxx	1000-1999: Certificated Personnel Salaries 1xxx	1000-1999: Certificated Personnel Salaries 1xxx

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Research/develop, train, and implement (twice yearly) a system of interim assessments to inform instructional practices in both ELA and Math. EAMO D (Priority 8)

2018-19 Actions/Services

Implement (twice yearly) a system of interim assessments to inform instructional practices in both ELA and Math. EAMO D (Priority 8)

2019-20 Actions/Services

Implement (twice yearly) a system of interim assessments to inform instructional practices in both ELA and Math. EAMO D (Priority 8)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$500	\$2,000	\$0
Source	LCFF	LCFF	LCFF
Budget Reference	5xxx	5xxx	Edmentum multi-year license paid 2018-19

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/ServicesDevelop Career Technical Education Coursework/Internship Plan and monitoring tools.
EAMO E (Priority 4C & 8)**2018-19 Actions/Services**Revise and improve, as needed, the Career Technical Education Coursework/Internship Plan and monitoring tools.
EAMO E (Priority 4C & 8)**2019-20 Actions/Services**Revise and improve, as needed, the Career Technical Education Coursework/Internship Plan and monitoring tools.
EAMO E (Priority 4C & 8)**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	No additional cost. Included in regular staff duties.	No additional cost. Included in regular staff duties.	No additional cost. Included in regular staff duties.
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries N/A	1000-1999: Certificated Personnel Salaries N/A	1000-1999: Certificated Personnel Salaries N/A

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 3

Engagement: MCOE is committed to providing a collaborative culture for all students, (including expelled youth, students with exceptional needs, low income students, English Learners, RFEP students and foster youth) parents, teachers, staff and the community that sustains parental involvement and promotes the social, emotional, and academic growth of all of our students.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Identified Need:

- A. Increase opportunities for parent input in the decision-making at each school site. (Priority 3)
Parent participation in providing input for decision-making has improved but still needs nurturing.
- B. Increase parental involvement in supporting student learning and academic success. (Priority 3)
Parent participation in student/family events has improved but still needs nurturing.
- C. Continue to improve student attendance rates and reduce chronic absenteeism. (Priority 5)
Baseline 2014-15 87% attendance rate
2015-16 91% attendance rate (as of April 30th)
- D. Continue to improve graduation rates and reduce dropout rates. (Priority 5)
Baseline 2014-15 86% graduation rate
2015-16 91% graduation rate (10 out of 11 eligible)
Baseline 2014-15 3.6% dropout rate
2015-16 2.8% dropout rate (1 student)
- E. Enhance school safety and climate for students and staff. (Priority 6)
Baseline 2014-15 21% suspension rate
2015-16 16% suspension rate (6 out of 36 students)
Baseline 2014-15 0% expulsion rate

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
A. Parent Engagement - Parent Advisory Committee. (Priority 3A-C, & 6C)	PAC met 3 times this year and includes teachers, and students. 2 informally via parent nights and one formal meeting. PAC represents most of our student subgroups.	AC to be established in the Fall, to represent all student groups and to meet formally at least twice.	AC to be established in the Fall, to represent all student groups and to meet formally at least twice.	AC to be established in the Fall, to represent all student groups and to meet formally at least twice.
B. Parent engagement (Priority 3A-C)	Two parent/family events were held in 2016-17. All parents provided access to SIS and trained in its use.	Continue to hold two or more parent/family school events and continue to provide and train all parents on access to the SIS.	Continue to hold two or more parent/family school events and continue to provide and train all parents on access to the SIS.	Continue to hold two or more parent/family school events and continue to provide and train all parents on access to the SIS.
C. Student attendance rates. (Priority 5A & 5B)	2016-2017 Attendance rates were problematic due to various reasons. (See annual update.) Average attendance rate – 89% Chronic absenteeism rates – 60%	Improve student attendance rates to 91% Decrease chronic absenteeism rate to 50%	Improve student attendance rates to 93% Decrease chronic absenteeism rate to 40%	Improve student attendance rates to 93% Decrease chronic absenteeism rate to 30%
D. Graduation and dropout rates. *MCOE does not use a 4 year cohort graduation rate as it is not applicable to our	2016-2017 Graduation rate 88% (7 of 8 eligible students) Dropout rate 2.8% (1 of 35 students)	Improve graduation rate to 90% and improve dropout rate to zero.	Improve graduation rate to 93% and improve dropout rate to zero.	Improve graduation rate to 95% and improve dropout rate to zero.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
community schools. (Priority 5C-E)				
E. Student suspension and expulsion rates. (Priority 6A-C)	2016-2017 suspension rate was 14% (5 of 35 students) expulsion rate 0%	Reduce suspension rate to 11% and maintain low expulsion rate.	Reduce suspension rate to 8% and maintain low expulsion rate.	Reduce suspension rate to 7% and maintain low expulsion rate.

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Limited to Unduplicated Student Group(s)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Solicit parent members for school advisory committee in the Fall and continue at least two family events. (Targeting representation by student subgroups: low income, English learner, special needs students' families and foster youth.)
EAMO A, B (Priority 3A-C & 6C)

2018-19 Actions/Services

Solicit parent members for school advisory committee in the Fall and continue at least two family events. (Targeting representation by student subgroups: low income, English learner, special needs students' families and foster youth.)
Teachers and students to be included. Continue to elicit feedback via survey as well as discussion regarding sense of safety and climate; decision making and increasing parental participation.
EAMO A, B (Priority 3A-C & 6C)

2019-20 Actions/Services

Solicit parent members for school advisory committee in the Fall and continue at least two family events. (Targeting representation by student subgroups: low income, English learner, special needs students' families and foster youth.)
Teachers and students to be included. Continue to elicit feedback via survey as well as discussion regarding sense of safety and climate; decision making and increasing parental participation.
EAMO A, B (Priority 3A-C & 6C)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,100	\$2,100	\$2,100
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2xxx	2xxx	2000-2999: Classified Personnel Salaries

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services

Monitor and support the parent/student portal use in the SIS (train new users). EAMO B (Priority 3A-C)

2018-19 Actions/Services

Monitor and support the parent/student portal use in the SIS (train new users). EAMO B (Priority 3A-C)

2019-20 Actions/Services

Monitor and support the parent/student portal use in the SIS (train new users). EAMO B (Priority 3A-C)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$500	\$500	\$500
Source	LCFF	LCFF	LCFF
Budget Reference	2xxx	2xxx	2000-2999: Classified Personnel Salaries

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services

Continue program for student self-monitoring of attendance goals. Continue school-wide monitoring of student attendance and utilizing SARB process for chronic absenteeism.
EAMO C (Priority 5A & 5B)

2018-19 Actions/Services

Continue program for student self-monitoring of attendance goals. Continue school-wide monitoring of student attendance and utilizing SARB process for chronic absenteeism.
EAMO C (Priority 5A & 5B)

2019-20 Actions/Services

Continue program for student self-monitoring of attendance goals. Continue school-wide monitoring of student attendance and utilizing SARB process for chronic absenteeism.
EAMO C (Priority 5A & 5B)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,000	\$5,000	\$5,000
Source	LCFF	LCFF	LCFF
Budget Reference	2xxx	2xxx	2000-2999: Classified Personnel Salaries

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Monitor academic progress toward graduation requirements on a quarterly basis and consult students and parents on progress. Revise ILP accordingly. Continue to implement student-led conference protocol each semester. EAMO D (Priority 5C-E)

2018-19 Actions/Services

Monitor academic progress toward graduation requirements on a quarterly basis and consult students and parents on progress. Revise ILP accordingly. Continue to implement student-led conference protocol each semester. EAMO D (Priority 5C-E)

2019-20 Actions/Services

Monitor academic progress toward graduation requirements on a quarterly basis and consult students and parents on progress. Revise ILP accordingly. Continue to implement student-led conference protocol each semester. EAMO D (Priority 5C-E)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	No additional cost. Included in regular staff duties.	No additional cost. Included in regular staff duties.	No additional cost. Included in regular staff duties.
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries N/A	1000-1999: Certificated Personnel Salaries N/A	1000-1999: Certificated Personnel Salaries

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Continue to train staff and implement effective classroom management strategies. Love and Logic strategies to be reviewed on an ongoing basis. EAMO E (Priority 6A & 6B)

2018-19 Actions/Services

Continue to train staff and implement effective classroom management strategies. Love and Logic strategies to be reviewed on an ongoing basis. EAMO E (Priority 6A & 6B)

2019-20 Actions/Services

Continue to train staff and implement effective classroom management strategies. Love and Logic strategies to be reviewed on an ongoing basis. EAMO E (Priority 6A & 6B)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,500	\$1,500	\$1,500
Source	LCFF	LCFF	LCFF
Budget Reference	5xxx	5xxx	5000-5999: Services And Other Operating Expenditures

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Continue to implement well-planned, engaging instruction. (Continue training in project based lessons and mathematical mindsets to increase rigor and authentic engagement in the learning process.)
EAMO C, D, E (Priority 5A-E, 6A & 6B)

2018-19 Actions/Services

Continue to implement well-planned, engaging instruction. (Continue training in project based lessons and mathematical mindsets to increase rigor and authentic engagement in the learning process.)
EAMO C, D, E (Priority 5A-E, 6A & 6B)

2019-20 Actions/Services

Continue to implement well-planned, engaging instruction. (Continue training in project based lessons and mathematical mindsets to increase rigor and authentic engagement in the learning process.)
EAMO C, D, E (Priority 5A-E, 6A & 6B)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	No additional cost. Included in regular staff duties.	No additional cost. Included in regular staff duties.	No additional cost. Included in regular staff duties.
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries N/A	1000-1999: Certificated Personnel Salaries N/A	1000-1999: Certificated Personnel Salaries N/A

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Continue to administer annual LCAP stakeholders survey and semi-annual CHKS survey to monitor sense of safety and school connectedness.
EAMO C, D, E (Priority 5A-E, 6A-C)

2018-19 Actions/Services

Continue to administer annual LCAP stakeholders survey and semi-annual CHKS survey to monitor sense of safety and school connectedness.
EAMO C, D, E (Priority 5A-E, 6A-C)

2019-20 Actions/Services

Continue to administer annual LCAP stakeholders survey and semi-annual CHKS survey to monitor sense of safety and school connectedness.
EAMO C, D, E (Priority 5A-E, 6A-C)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	No additional cost. Included in regular staff duties.	No additional cost. Included in regular staff duties.	No additional cost. Included in regular staff duties.
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries N/A	1000-1999: Certificated Personnel Salaries N/A	1000-1999: Certificated Personnel Salaries N/A

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

\$19,026

Percentage to Increase or Improve Services

.34%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

This plan indicates a total of \$19,150 Supplemental and Concentration Grant funding dollars to be allocated to actions specifically focused on increased or improved services for unduplicated pupils.

Actions 1.4, 1.5, 1.11, 1.12, 1.13, 2.1, 2.2, and 3.1 all increase or improve services provided for unduplicated pupils.

EL students will experience increased and improved services via enhanced supplemental strategies. Extra focus will ensure teachers are trained in an ongoing fashion, services and strategies are tracked and monitored, and follow up training and coaching are provided. (Actions 1.4, 1.5, 2.1 and 2.2)

Foster Youth will experience increased and improved services via further developed multi-agency collaboration, processes, information sharing, trainings and coordinated services. (Actions 1.11, 1.12 and 1.13)

Low Income Students, EL students and Foster Youth will experience increased and improved services via family and community involvement activities; focused on including parents of target populations. Students conduct student-led conferences to share their work and progress, creating and authentic audience and engagement in the classroom. Detailed feedback is solicited for stakeholder groups to better guide instruction and services provided to targeted students. (Action 3.1)

All actions and services being funded as contributing to meeting the Increased or Improved Services Requirement are limited to Unduplicated Student Groups as they are specific to the needs of those students.

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

\$16824

Percentage to Increase or Improve Services

.68%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

This plan indicates a total of \$22,350 Supplemental and Concentration Grant to be allocated to actions specifically focused on increased or improved services for unduplicated pupils, well above our calculated percentage.

Actions 1.4, 1.5, 1.11, 1.12, 1.13, 2.1, 2.2, and 3.1 all increase or improve services provided for unduplicated pupils.

EL students will experience increased and improved services via enhanced supplemental strategies. Extra focus will ensure teachers are trained in an ongoing fashion, services and strategies are tracked and monitored, and follow up training and coaching are provided. (Actions 1.4, 1.5, 2.1 and 2.2)

Foster Youth will experience increased and improved services via further developed multi-agency collaboration, processes, information sharing, trainings and coordinated services. (Actions 1.11, 1.12 and 1.13)

Low Income Students, EL students and Foster Youth will experience increased and improved services via family and community involvement activities; focused on including parents of target populations. Students conduct student-led conferences to share their

work and progress, creating and authentic audience and engagement in the classroom. Detailed feedback is solicited for stakeholder groups to better guide instruction and services provided to targeted students. (Action 3.1)

All actions and services being funded as contributing to meeting the Increased or Improved Services Requirement are limited to Unduplicated Student Groups as they are specific to the needs of those students.

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$11,818

0.47%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

This plan indicates a total of \$87,118 (\$11,818 Supplemental and Concentration Grant, \$300 Title III, \$75,000 Foster Youth Grant) to be allocated to actions specifically focused on increased or improved services for unduplicated pupils, well above our calculated percentage.

Actions 1.4, 1.5, 1.11, 1.12, 1.13, 2.1, 2.2, and 3.1 all increase or improve services provided for unduplicated pupils.

EL students will experience increased and improved services via enhanced supplemental strategies. Teachers will be trained in an ongoing fashion, these services and strategies will be tracked, monitored and follow up training and coaching will be provided. (Actions 1.4, 1.5, 2.1 and 2.2)

Foster Youth will experience increased and improved services via further developed multi-agency collaboration, processes, information sharing, trainings and coordinated services. (Actions 1.11, 1.12 and 1.13)

Low Income Students, EL students and Foster Youth will experience increased and improved services via family and community involvement activities; focused on including parents of target populations. Students conduct student-led conferences to share their work and progress, creating an authentic audience and engagement in the classroom. Detailed feedback is solicited for stakeholder groups to better guide instruction and services provided to targeted students. (Action 3.1)

All actions and services being funded as contributing to meeting the Increased or Improved Services Requirement are limited to Unduplicated Student Groups as they are specific to the needs of those students.

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	113,450.00	98,346.50	104,118.00	113,450.00	107,750.00	325,318.00
Foster Youth Grant	75,000.00	75,000.00	75,000.00	75,000.00	75,000.00	225,000.00
LCFF	16,000.00	7,560.00	14,000.00	16,000.00	13,500.00	43,500.00
Lottery	1,000.00	0.00	3,000.00	1,000.00	0.00	4,000.00
Not Applicable	0.00	0.00	0.00	0.00	0.00	0.00
Other	0.00	7,386.50	0.00	0.00	0.00	0.00
Supplemental	7,500.00	750.00	0.00	7,500.00	12,050.00	19,550.00
Supplemental and Concentration	13,850.00	7,550.00	11,818.00	13,850.00	7,100.00	32,768.00
Title III	100.00	100.00	300.00	100.00	100.00	500.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type						
Object Type	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	113,450.00	98,346.50	104,118.00	113,450.00	107,750.00	325,318.00
	12,100.00	11,246.50	103,618.00	12,100.00	0.00	115,718.00
1000-1999: Certificated Personnel Salaries	13,350.00	2,350.00	500.00	13,350.00	11,150.00	25,000.00
2000-2999: Classified Personnel Salaries	80,500.00	80,500.00	0.00	80,500.00	88,100.00	168,600.00
4000-4999: Books And Supplies	1,000.00	1,000.00	0.00	1,000.00	500.00	1,500.00
5000-5999: Services And Other Operating Expenditures	6,500.00	3,250.00	0.00	6,500.00	8,000.00	14,500.00
Not Applicable	0.00	0.00	0.00	0.00	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	113,450.00	98,346.50	104,118.00	113,450.00	107,750.00	325,318.00
	Foster Youth Grant	0.00	0.00	75,000.00	0.00	0.00	75,000.00
	LCFF	10,000.00	5,560.00	13,500.00	10,000.00	0.00	23,500.00
	Lottery	0.00	0.00	3,000.00	0.00	0.00	3,000.00
	Not Applicable	0.00	0.00	0.00	0.00	0.00	0.00
	Other	0.00	3,886.50	0.00	0.00	0.00	0.00
	Supplemental and Concentration	2,100.00	1,800.00	11,818.00	2,100.00	0.00	13,918.00
	Title III	0.00	0.00	300.00	0.00	0.00	300.00
1000-1999: Certificated Personnel Salaries	LCFF	2,000.00	2,000.00	500.00	2,000.00	2,000.00	4,500.00
1000-1999: Certificated Personnel Salaries	Supplemental	5,000.00	0.00	0.00	5,000.00	9,050.00	14,050.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	6,250.00	250.00	0.00	6,250.00	0.00	6,250.00
1000-1999: Certificated Personnel Salaries	Title III	100.00	100.00	0.00	100.00	100.00	200.00
2000-2999: Classified Personnel Salaries	Foster Youth Grant	75,000.00	75,000.00	0.00	75,000.00	75,000.00	150,000.00
2000-2999: Classified Personnel Salaries	LCFF	0.00	0.00	0.00	0.00	5,500.00	5,500.00
2000-2999: Classified Personnel Salaries	Supplemental	0.00	0.00	0.00	0.00	500.00	500.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	5,500.00	5,500.00	0.00	5,500.00	7,100.00	12,600.00
4000-4999: Books And Supplies	LCFF	0.00	0.00	0.00	0.00	500.00	500.00
4000-4999: Books And Supplies	Lottery	1,000.00	0.00	0.00	1,000.00	0.00	1,000.00
4000-4999: Books And Supplies	Other	0.00	1,000.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Supplemental and Concentration	0.00	0.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	LCFF	4,000.00	0.00	0.00	4,000.00	5,500.00	9,500.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
5000-5999: Services And Other Operating Expenditures	Lottery	0.00	0.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Other	0.00	2,500.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Supplemental	2,500.00	750.00	0.00	2,500.00	2,500.00	5,000.00
Not Applicable	Not Applicable	0.00	0.00	0.00	0.00	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal

Goal	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	96,250.00	87,168.00	91,700.00	96,250.00	92,550.00	280,500.00
Goal 2	8,100.00	3,818.50	3,318.00	8,100.00	6,100.00	17,518.00
Goal 3	9,100.00	7,360.00	9,100.00	9,100.00	9,100.00	27,300.00

* Totals based on expenditure amounts in goal and annual update sections.

Expenditures Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20
All Funding Sources					

Expenditures NOT Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20
All Funding Sources					

Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum Template

LEA Name

Mono County Office of Education

CDS Code:

26 10264 2630028 and 26 10264 0128645

Link to the LCAP:

(optional)

For which ESSA programs apply to your LEA?

Choose From:

TITLE III, PART A

Language Instruction for English Learners
and Immigrant Students

(note: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

Mono County is situated between the crest of the Sierra Nevada Mountains and the California/Nevada border. Mono County, with a land area of 3,030 square miles and population of 14,202, offers a rural, geographically remote setting with some of the most spectacular landscapes in the state. Bridgeport (pop. 575) is the county seat. Mammoth Lakes, (the only incorporated town in the county with a population of 8,234) is the economic and governmental center of the county, mainly due to the tourist industry fueled by Mammoth Mountain Ski Area and the superb outdoor recreation opportunities. There are a handful of other small communities, Coleville/Walker (pop. 1,216), Lee Vining (pop. 222), June Lake (pop. 629) and Benton (pop. 280). Scenic Highway 395 is the north-south route through the county and provides access to Yosemite National Park via Lee Vining, Mono Lake Scenic Area, Devil's Postpile National Monument and Bodie State Historic Park.

Mono COE Community Schools serve students grades 7-12 at 3 sites located throughout Mono County. These students come from varied backgrounds that have prevented them from being successful in the "regular" public school system. The schools provide students not only with an education, but also with career curriculum and internships that prepare them for success in the workplace following graduation should they choose not to attend college. MCOE Community Schools received their WASC accreditation in Spring 2018.

Generally, we serve about 18 students at any one time of the school year. With such a small program, we must be very flexible and able to meet student needs as they arise. Our strategy for using federal funds is to best supplement and enhance our existing programs and offerings with research based best practices for enhanced instructional strategies and or programs. Because our teachers spend all day with their students in a single classroom and must be able to provide engaging, relevant, high-level instruction across all subject areas, we use most of our federal funds to focus on ongoing professional development, coaching and monitoring of implementation of best practices and supplemental strategies for English Language Development. In this way, the teachers can support the students throughout the school day, and the administrators can monitor and coach this implementation.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

Generally, we serve about 18 students at any one time of the school year. With such a small program, we must be very flexible and able to meet student needs as they arise. Our strategy for using federal funds is to best supplement and enhance our existing programs and offerings with research based best practices for enhanced instructional strategies and or programs. Because our teachers spend all day with their students in a single classroom and must be able to provide engaging, relevant, high-level instruction across all subject areas, we use most of our federal funds to focus on ongoing professional development, coaching and monitoring of implementation of best practices and supplemental strategies for English Language Development. In this way, the teachers can support the students throughout the school day, and the administrators can monitor and coach this implementation.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 <i>(as applicable)</i>

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 <i>(as applicable)</i>

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 <i>(as applicable)</i>

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 (<i>as applicable</i>)

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 (<i>as applicable</i>)

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION(S)	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Parent and Family Engagement

ESSA SECTIONS 1112(B)(3) AND 1112(B)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).
Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:



Student Transitions

ESSA SECTIONS 1112(b)(8), 1112(b)(10), and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) coordination with institutions of higher education, employers, and other local partners; and
- (B) increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:



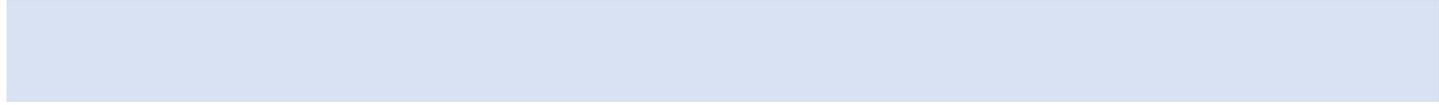
Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:



TITLE I, PART D

Description of Program ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

Formal Agreements ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the LEA and correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Comparable Education Program ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Successful Transitions ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Educational Needs ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:



Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:



Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:



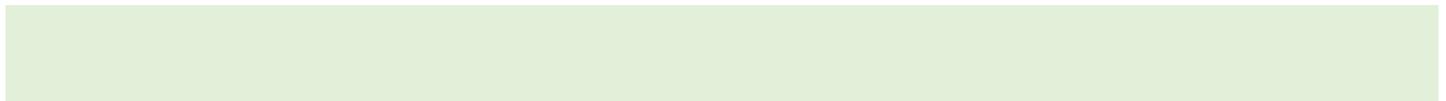
Parent and Family Involvement

ESSA SECTION 1423(8)

Provide a description of formal agreements, regarding the program to be assisted, between the

- (A) LEA; and
- (B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:



Program Coordination

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:



Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:



Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

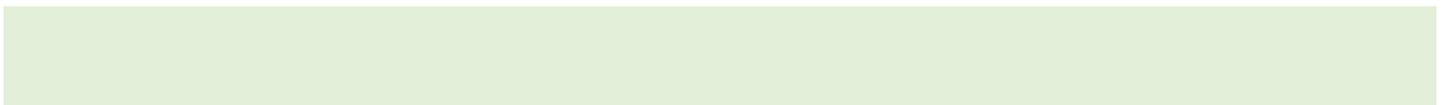


Alternative Placements

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:



TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

MCOE will provide effective professional development via the following:

- Continue providing professional development to administrators and staff on enhanced ELD and correlation with common core standards using supplemental strategies
- Train administrators in coaching, modeling, and monitoring of enhanced Integrated and Designated ELD implementation in the classroom
- Develop monitoring tools to ensure the implementation of Integrated and Designated ELD supplemental strategies
- Review and revise professional development based on feedback and monitoring of data
- Review data and plan progress quarterly.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Mono County Office of Education will be focusing their work on training for personnel, specifically to provide services to immigrant children and youth, as well as developing a program for tutorials, mentoring, and/or academic or career counseling for immigrant children and youth.

Title III Programs and Activities

ESSA SECTIONS 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Administrative staff at each site will be responsible for monitoring implementation of Designated ELD and Integrated ELD across all content areas. Administrative staff will use the monitoring tool, to be developed based on professional development provided, to ensure implementation of strategies and programs. Administrative staff will coach staff as necessary in implementation and share progress via quarterly review discussions. Administrative staff will also be responsible to monitor student attendance, placement, grades, overall progress towards graduation and ensure intervention is provided as needed.

- Continue providing Integrated ELD instruction daily in all classrooms until students are reclassified
- Continue to clarify responsibility for and provide enhanced Designated ELD instruction
- Provide purposeful instruction using the following strategies:
 - o Align instruction with the ELD standards
 - o Provide daily opportunities for students to practice academic language, especially oral academic language
 - o Provide direct instruction in the language of the discipline
 - o Use scaffolding techniques
 - o Maintain regular progress monitoring
 - o Incorporate and expect higher level thinking skills
 - o Implement frequent formative and summative assessments and use data to inform groupings and instruction

English Proficiency and Academic Achievement

ESSA SECTIONS 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (C) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (D) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Mono COE operates the alternative education programs across the county. All sites will continue to provide support for access to the standards-based core curriculum and specific English development instruction through Integrated and Designated English Language Development. English Learners will be annually assessed and teachers will be made aware of student progress to ensure proper placement, instruction, continued assessment and monitoring. All classroom teachers are responsible for providing Integrated ELD as well as Designated ELD for EL students. Title III funds are being used to provide professional development for both certificated staff and administration. Professional development will continue to focus on enhancing Integrated and Designated ELD using supplemental strategies, and using formative and interim assessments to guide this enhanced ELD instruction. (Also see response above.)

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

