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

Introduction:

LEA: Merced County Office of Education
Contact: Holly Newlon, Assistant Superintendent of Career and Alternative Education, hnewlon@mcoe.org, 209-381-6740
LCAP Year: 2014-2015

The Merced County Office of Education Career and Alternative Education Department operates the Valley Community School system of COE-operated community schools in Merced County. There are three campuses (in the cities of Atwater, Merced, and Los Banos) serving students in grades 6-12. Our campuses are traditional school settings and students attend the campus located in their district of residence. We provide transportation to and from school. In addition to the traditional campuses, we operate an Independent Study program serving students in grades K-12; the court school located inside the Iris Garrett Juvenile Justice Correctional Complex in Merced; and a Juvenile Day Reporting Center (a contained classroom for students who are released early from juvenile hall and are being monitored by Probation via GPS). Projected ADA for all schools and programs is 500 for the 2013-14 school year.

During the 2012-13 school year, student enrollment in all schools and programs (excluding the court school) reflected the following percentages related to reason for referral to the school (these are duplicated counts):

Students who have been expelled	23%
Students who have been referred by their district of residence	15%
Students who are referred by probation, on probation or parole and not attending school	78%
Students who are homeless	6%

During the 2012-13 school year, 85% of students (excluding the court school) qualified for free and reduced price meals (FRPM).

Valley Community Schools implemented a restorative justice approach to school discipline at the beginning of the 2012-13 school year. Our model is called STRIVE, representing Safe, Trust, Respect, Inspire, Vision, and Encourage. STRIVE seeks to provide students and staff with a positive school climate so that we can inspire personal, social, and academic achievement of students. Moving from a traditional discipline model to a restorative model is a journey of training, implementation, analysis, refinement, re-training, etc. Research indicates the change can take 3-5 years. We are committed to the journey.

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, community organizations representing English learners, and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process?
4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representative parents of pupils identified in Education Code section 42238.01?

6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
At the Merced County Office of Education, our organizational values are integrity, accountability, respect, visionary and collaborative. Through this LCAP process, we have strived to model these values. Integrity: We conducted several informational meetings in fall and winter; and five stakeholder meetings in spring to gather information from our staff, parents, students, partner districts and agencies, and community members. Our demographics make it difficult to reach all of these groups, but we went above and beyond to make sure all voices were heard. For example, in our court school inside juvenile hall we made sure to have a student present for the stakeholder meeting. His needs and desires were heard loud and clear and the message he shared was beneficial for everyone to hear. Accountability: All meetings were well advertised, a matrix was created with all of the input, a draft was completed, the draft was provided to the parent advisory committee and all suggestions for change were heard. Information was shared regarding the mission of county-operated community /court schools and our student demographics. Data for the current school year as well as the past two school years was shared, including student achievement data, student engagement data, and school climate data. Respect: Personal telephone calls were made to parents to encourage their attendance at the LCAP meetings. We made sure all voices were heard during our meetings, we provided ample time and in some cases our meetings were extended beyond the scheduled closing time. Visionary: Our stakeholders were encouraged to think beyond the typical needs and desires. Our population includes students who have been expelled from their district of residence, are at-risk of dropping out, have been involved in the juvenile justice system and/or have special instruction needs. These students require an alternative education for a reason, which means we must provide alternative techniques. We also provided alternative techniques to reaching our stakeholders. We not only held five meetings, but we also had an online survey that we opened to our staff, parents, students and community. At one of our	The five stakeholder meetings and the online survey brought in a lot of rich data. Parents, students, staff, foster youth advocates, representatives from our partner districts, and community members all contributed ideas to the plan. New and innovative ways to help our students were identified, and the actions identified in our WASC action plan were affirmed. (Our WASC Action Plan was recently revised as a result of our mid-cycle visit in February 2014.) Our process has allowed everyone to have a voice and feel respected, and has provided a forum for different groups to come together. Through these various methods of input and data review, several needs surfaced across all campuses. Highest on the list of stakeholder interest was the need to provide more activities for students, the need for increased behavioral support, and the need for more career technical education. These interests are reflected in the goals for Career and Alternative Education. Input from the Parent Advisory Committee resulted in the addition of an action item aligned to pupil engagement and the draft plan was revised to reflect that input.

Involvement Process	Impact on LCAP
sites, we held an Open House and opened our computer lab to parents who didn't have the ability to respond to the survey at home. The survey was in English and Spanish. <u>Collaborative</u>: All of the meetings brought together a wide variety of stakeholders from within the school organization as well as outside organizations and the information they generated stimulated great conversation as well as great ideas with which to move forward. The vision of the Career and Alternative Education department is *"Inspiring Students . . . Changing Lives"* and the involvement of stakeholders and the extensive input given has allowed a steering committee of writers to identify goals and actions that will help us attain this vision.	

Section 2: Goals and Progress Indicators

*For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

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

school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Guiding Questions:

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
3) What are the LEA's goal(s) to address state priorities related to "Engagement" (e.g., pupil and parent)?
4) What are the LEA's goal(s) to address locally-identified priorities?
5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What are the unique goals for subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
7) What are the specific predicted outcomes/metrics/noticeable changes associated with each of the goals annually and over the term of the LCAP?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority and/or to review progress toward goals in the annual update?
9) What information was considered/reviewed for individual school sites?
10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Need Increase career education/training Improve transition services Provide 21st Century Literacy Skills. Metrics Career Action Plan CTE student follow-up data Transition Action Plan Student survey data ISTE Standards	1. Equip students to complete their high school program and to have multiple post-secondary options.	All	All		1.1 50% of all 9-12 students will complete a career action plan 1.2 Identify CTE student survey data that indicates student satisfaction and improvement in outcomes for CTE. 1.3 The school will establish a baseline of students responding "yes" to Q11 on the STRIVE survey. 1.4 Students will become aware of the ISTE standards; will self-assess their current level of attainment and establish a progress goal for the 2015-16 school year	1.1 75% of all 9-12 students will complete a career action plan 1.2 Student survey data will show increased student satisfaction with CTE by 10% from 2015 1.3 The percentage of students responding "yes" to Q11 on the STRIVE survey will increase by 10% from 2015 1.4 Students will demonstrate progress in attainment of the ISTE standards by 10% from 2015 levels.	1.1 100% of all 9-12 students will complete a career action plan 1.2 Student survey data will show increased student satisfaction with CTE by 10% from 2016 1.3 The percentage of students responding "yes" to Q11 on the STRIVE survey will increase by 10% from 2016 1.4 Students will demonstrate progress in attainment of the ISTE standards by 10% from 2016 levels.	Course access Other pupil outcomes

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
					1.5 Identify and collect data about Foster Youth consultations and support by staff.	1.5 Increase the level of support by 10% for Foster Youth and identify success indicators.	1.5 Identify the percentage of Foster Youth attaining success indicators due to increased support.	Foster Youth
					1.6 Identify supports to improve services to students who are expelled and identify data indicators to collect about effectiveness of the supports.	1.6 Implement supports to improve services to students who are expelled and continue collecting data indicators to determine effectiveness.	1.6 Additional supports will be created as a result of 2016 data to continue to serve students who are expelled	Expelled Students
Need Increase CAHSEE passing rates and English proficiency rates; provide appropriate interventions to increase student literacy. Metric CAHSEE and CELDT data	2. Support students with reading, mathematical and linguistic skills.	All	All		2.1a and b and 2.4 The percentage of students passing the CAHSEE will increase by 5% from 2014 rates.	2.1a and b and 2.4 The percentage of students passing the CAHSEE will increase by 5% from 2015 rates.	2.1a and b and 2.4 The percentage of students passing the CAHSEE will increase by 5% from 2016 rates.	Pupil achievement – CAHSEE passage
					2.2 The percentage of EL students being reclassified Fluent English Proficient (FEP) will increase by 5% from 2014 rates.	2.2-2.3 The percentage of EL students being reclassified FEP will increase annually by 5% from 2015 rates.	2.2 The percentage of EL students being reclassified FEP will increase by 5% from 2016 rates.	English Learners – Reclassified rates

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Need Develop and implement a relevant CCSS plan. Teachers need planning time and embedded professional development to address the high need population. More technology-based instruction. **Metric** Teacher participation in CCSS training ISTE Standards for teachers	3. Further develop teachers' ability to 1) provide quality instruction and 2) strengthen the overall educational program.	All	All		3.1 Teachers will receive coaching and support to strengthen instruction and improve student learning based on classroom visitation support logs. 3.2 Student achievement on CAASPP tests will show proficiency rates commensurate with averages of other court and community schools as a result of Common Core instruction. 3.3 Teachers will self-assess their current level of attainment of the ISTE standards rubric.	3.1 Teachers will implement Common Core Instruction as measured by coaching and administrative logs. 3.2 Student achievement on CAASPP tests proficiency rates will increase consistent with the rate of increase of other court and community schools. 3.3a and b 25% of teachers will demonstrate increased competency in the attainment of the ISTE standards rubric.	3.1 Teachers will refine Common Core Instruction as measured by coaching and administrative logs. 3.2 Student achievement on CAASPP tests proficiency rates will increase consistent with the rate of increase of other court and community schools. 3.3a and b 50% of teachers will demonstrate increased competency in the attainment of the ISTE standards rubric.	Basic Implementation of State Standards Pupil achievement Other local priorities

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Need More strategies and services to support the social/emotional needs of all students, especially students in crisis Positive supports and effective discipline for students to keep them in the classroom learning Metric Student surveys; student information system data	4. Provide a school climate that helps students develop socially and emotionally	All	All		4.1 The percentage of students responding "always" to each element of Q7 on the STRIVE survey will be established. 4.2 The percentage of students suspended home will decrease by 5% from 2014 rates. 4.3 Identify and implement extra-curricular activities based on a student interest survey. 4.3 Student attendance will increase by 5% from 2014 rates.	4.1 The percentage of students responding "always" to each element of Q7 on the STRIVE survey will increase by 10% from 2015 responses. 4.2 The percentage of students suspended home will decrease by 5% from 2015 rates 4.3 50% of students will report increased satisfaction with extra-curricular activities based on a program developed survey. 4.3 Student attendance will increase by 5% from 2015 rates.	4.1 The percentage of students responding "always" to each element of Q7 on the STRIVE survey will increase by 10% from 2016 responses. 4.2 The percentage of students suspended home will decrease by 5% from 2016 rates 4.3 60% of students will report increased satisfaction with extra-curricular activities based on a program developed survey. 4.3 Student attendance will increase by 5% from 2016 rates.	School climate Pupil engagement School Climate

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Need Increase parent voice and participation Metric Parent surveys; parent attendance at school events	5.Engage parents toward more active and positive participation in their child's educational experience.	All	All		5.1 The number of parents reporting connectedness to school and access to school resources will increase annually by 10% based on a parent survey.	5.1 The number of parents reporting connectedness to school and access to school resources will increase annually by 10% based on a parent survey.	5.1 The number of parents reporting connectedness to school and access to school resources will increase annually by 10% based on a parent survey.	Parent involvement School climate
					5.2 The number of parents attending school events will increase annually by 10% based on sign in sheets.	5.2 The number of parents attending school events will increase annually by 10% based on sign in sheets.	5.2 The number of parents attending school events will increase annually by 10% based on sign in sheets.	
					5.3 All sites implement positive communication plan.	5.3 Based on feedback, all sites refine positive communication plan.	5.3 Based on feedback, all sites refine positive communication plan.	

Section 3: Actions, Services, and Expenditures

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

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

Guiding Questions:

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

6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?

7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
1. Equip students to complete their high school programs and to have multiple post-secondary options.	Course access Expelled pupils Pupil achievement Other pupil outcomes Foster Youth	1.1 Implement a career-planning component for every student	LEA-wide		1.1 Develop a career action plan template and unit of instruction for students in grades 9-12. ($45,000 – LCFF [Local Control Funding Formula])	1.1 Students in grades 9-12 receive instruction in career planning and complete a career action plan. ($40,000-LCFF)	S1.1 Students in grades 9-12 receive instruction in career planning and complete a career action plan. ($40,000-LCFF)
		1.2 Improve/increase CTE opportunities for students			1.2 Develop a comprehensive CTE plan and identify year 2 and year 3 initiatives. ($5,000-LCFF)	1.2 Implement year 2 initiatives. ($100,000-LCFF)	1.2 Implement year 3 initiatives. ($200,000-LCFF)
		1.3 Improve the transition process for students returning to their district of residence			1.3 Develop a Transition Action Plan and monitoring process for all students intending to return to their district of residence; embed the plan into the student/parent orientation process and provide ongoing monitoring and supports (tutoring, anger management classes, etc.) to ensure	1.3 All students intending to return to their district of residence will have a Transition Action Plan that is regularly monitored and supported. ($15,000 tutoring, counseling-LCFF)	1.3 All students intending to return to their district of residence will have a Transition Action Plan that is regularly monitored and supported. ($15,000 tutoring, counseling-LCFF

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		1.4 Increase student proficiency in the use of technology to enhance learning			attainment of the plan. ($15,000 tutoring, counseling. LCFF) 1.4 Assess existing frequency and quality of student use of technology in classrooms; develop a plan to increase student proficiency aligned to the ISTE standards for students. ($20,000-LCFF)	1.4 Implement year 2 initiatives. ($10,000-LCFF)	1.4 Implement year 3 initiatives. ($10,000-LCFF)
		1.5 Coordinate Foster Youth Services (FYS)			1.5 Hire and train part-time FYS staff to expand services to Foster Youth, particularly on the west-side of the County. ($45,000)	1.5 Review services of FYS part-time staff and make adjustments as necessary. ($47,000)	1.5 Review services of FYS part-time staff and make adjustments as necessary. ($49,000)
		1.6 Coordinate services for students who are expelled			1.6 Convene meeting of stakeholders to update the Triennial Plan for Provision of Services to Expelled Students.	1.6 Convene meeting of stakeholders to annually update the Triennial Plan for Provision of Services to Expelled Students.	1.6 Convene meeting of stakeholders to annually update the Triennial Plan for Provision of Services to Expelled Students.
2. Support students with reading, mathematical and linguistic skills.	Pupil achievement English Learners	2.1 Provide appropriate language arts and math interventions to address student academic needs. 2.2 Provide appropriate	LEA-wide		2.1a Provide teachers with training to analyze data using NWEA test scores and prior CAHSEE test scores, train teachers on CAHSEE	2.1a Continue to support students with instructional interventions in reading, mathematics.	2.1a Continue to support students with instructional interventions in reading, mathematics.

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		English Language Development and academic language support interventions to address student linguistic needs.			prep curriculum and revise as needed. 2.1b Provide tutoring based on local assessment data. ($10,000-LCFF) 2.2 Train teachers and aides on English Language Development strategies and standards. ($3,000-LCFF)	2.1b Provide ongoing tutoring to students, based on local and state assessment data. ($10,000-LCFF) 2.2 Support teachers and aides with coaching on English Language Development strategies and standards. ($3,000-LCFF)	2.1b Continue to provide ongoing tutoring to students, based on local and state assessment data. ($10,000-LCFF) 2.2 Continue to support teachers and aides with coaching on English Language Development strategies and standards. ($3,000-LCFF)
3. Further develop teachers' ability to 1) provide quality instruction and 2) strengthen the overall educational program.	Basic Implementation of State Standards Pupil achievement	3.1 Identify a full time academic coach to support teaching at all school sites	LEA-wide		3.1 Contract/hire an academic coach and identify a plan of support for all teachers. Implement related site based professional learning to facilitate collaborative lesson design and implementation. ($50,000-LCFF)	3.1 Review student academic results and administrative observations and modify the activities of the academic coach to target teacher needs, as appropriate. Continue to implement related site based professional learning to facilitate collaborative lesson design and implementation. ($50,000-LCFF)	3.1 Review student academic results and administrative observations and modify the activities of the academic coach to target teacher needs, as appropriate. Continue to use site based professional learning to analyze student data from local and state assessments and facilitate collaborative lessons. ($50,000-LCFF)
		3.2 Identify and purchase			3.2 Identify and	3.2 Purchase ELA	3.2 Purchase Science

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		Common Core curriculum materials 3.3 Increase technological devices and resources for teaching and learning			purchase Math materials. ($50,000-LCFF) 3.3a Provide professional development to administrators and teachers on the use of technology and available resources. ($10,000-LCFF)	materials. ($50,000-LCFF) 3.3a Continue professional development ($10,000-LCFF) embedding technology in lessons. 3.3b. Purchase one mobile lab. ($11,000-LCFF)	Materials. ($50,000-LCFF) 3.3a Continue professional development embedding technology in lessons. ($10,000) 3.3b Purchase an additional mobile lab. ($11,000-LCFF)
4. Provide a school climate that helps students develop socially and emotionally.	Pupil engagement School climate	4.1 Refine our restorative justice program (STRIVE) 4.2 Address the needs of students with Adverse Childhood Experiences (ACE) 4.3 Increase extra-curricular activities.	4. Provide a school climate that helps students develop socially and emotionally.	Pupil engagement School climate Parent Engagement	4.1. Convene a teacher, administrator and student committee to review and refine the restorative justice program (STRIVE). 4.2 Identify the needs of students with Adverse Childhood Experiences (ACE) and support with training. 4.3 Survey students to identify possible extra-curricular activities and implement as appropriate.	4.1. Have committee review related pupil engagement and school climate data and refine the restorative justice program (STRIVE) as appropriate. 4.2 Review appropriate data related to the needs of students with Adverse Childhood Experiences (ACE) and continue to support with training and/or modifications to programs and protocols. 4.3 Review student satisfaction surveys to modify and/or add possible extra- curricular activities and implement	4.1. Have committee review related pupil engagement and school climate data and refine the restorative justice program (STRIVE) as appropriate. 4.2 Review appropriate data related to the needs of students with Adverse Childhood Experiences (ACE) and continue to support with training and/or modifications to programs and protocols 4.3 Review student satisfaction surveys to modify and/or add possible extra- curricular activities and

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		4.4 Empower students to take a more active role in their education			4.4 Identify and implement specific strategies to motivate students to take a more active role in their education.	as appropriate. 4.4 Review related data from 2014 and modify strategies to motivate students to take a more active role in their education.	implement as appropriate. 4.4 Review related data from 2015 and modify strategies to motivate students to take a more active role in their education.
5. Engage parents toward more active and positive participation in their child's educational experience.	Parent involvement School climate	5.1 Provide a variety of workshops in topics of interest to parents.	All		5.1 Survey parents to determine topics of interest and provide desired workshops. ($3,000-LCFF)	5.1 Review parent evaluations of previous year's workshops to determine topics of interest and continue to provide desired workshops. ($3,000-LCFF)	5.1 Review parent evaluations of previous year's workshops to determine topics of interest and continue to provide desired workshops. ($3,000-LCFF)
		5.2 Connect parents to local resources			5.2 Conduct a parent resource fair and evaluate effectiveness. ($1,000-LCFF)	5.2 Use data from previous year's parent resource fair to make adjustments and implement an improved parent resource fair. ($1,000-LCFF)	5.2 Use data from previous year's parent resource fair to make adjustments and implement an improved parent resource fair. ($1,000-LCFF)
		5.3 Increase positive communication between teachers and parents, including parents of incarcerated youth.			5.3 Each site will develop and implement a plan for positive communication to parents.	5.3 Each site's plan will be reviewed and revised to demonstrate an increase in the frequency of positive	5.3 Each site's plan will be reviewed and revised to demonstrate an additional increase in the frequency of positive

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					($1,000-LCFF)	communication to parents. ($1,000-LCFF	communication to parents. ($1,000-LCFF)

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

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
4. Provide a school climate that helps students develop socially and emotionally 5. Engage parents toward more active and positive participation in their child's educational experience.	Expelled pupils Parent involvement Pupil engagement School climate	*For low income pupils:* 4.5 and 5.4 Conduct home visits to encourage school attendance and parent support	LEA-wide		4.5 and 5.4 Review the case management of two bilingual (Spanish/English) Child Welfare and Attendance Liaisons to maximize home visit activities and increase school attendance. ($80,000-LCFF)	4.5 and 5.4 Continue to review and revise, as appropriate the case management duties and results of two bilingual (Spanish/English) Child Welfare and Attendance Liaisons. ($80,000-LCFF)	4.5 and 5.4 Continue to review and revise, as appropriate the case management duties and results of two bilingual (Spanish/English) Child Welfare and Attendance Liaisons. ($80,000-LCFF)
2. Support students with reading, mathematical, and linguistic skills	Pupil Achievement	*For English learners:* 2.3 Provide tutoring services	LEA-wide		2.3 Provide tutoring to increase EL students' access to the CCSS. ($15,000-LCFF)	2.3 Provide tutoring to increase EL students' access to the CCSS. ($15,000-LCFF)	2.3 Provide tutoring to increase EL students' access to the CCSS. ($15,000-LCFF)
3. Provide a school climate that helps students develop socially and emotionally.	Foster Youth	*For Foster Youth:* 4.6a Establish a daily, structured check –in process whereby designated staff at each campus welcome and assess the well-being of every foster youth	LEA-wide		4.6 Hire and train part-time support staff; develop a daily check-in process. ($45,000-LCFF)	4.6 Retain part-time support staff; analyze case management logs and attendance and behavior data to determine impact and make revisions or	4.6 Continue to use previous year's data about support staff activities; analyze attendance and behavior data and make revisions or support with

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		4.6b All staff will receive training provided by FYS staff			4.6b Develop training; provide training annually.	support with additional training as necessary. ($47,000-LCFF) 4.6b Provide training annually based on student results from previous year.	additional training as necessary. ($47,000-LCFF ($49,000-LCFF) .6b Provide training annually based on student results from previous year.
2. Support students with reading, mathematical, and linguistic skills	Pupil Achievement	*For redesignated fluent English proficient pupils:* 2.4 Monitor the progress of students who are redesignated FEP to ensure each students' appropriate placement in courses and continued progress.	LEA-wide		2.4 Develop a system for effective student monitoring and train EL teachers, aides, and counselors. ($1,000-LCFF)	2.4 Student progress is monitored by EL teachers, aides, and counselors and appropriate interventions are provided. ($1,000-LCFF)	2.4 Student progress continues to be monitored by EL teachers, aides, and counselors and appropriate interventions are provided. ($1,000-LCFF)

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

The amount attributed to supplemental and concentration funding in (14/15) is $1,853K. The MCOE is planning to spend budgeted supplemental and concentration grant funding on all students within our Court and Community School programs. Our estimated unduplicated count is over 85%. We plan to spend our supplemental and concentration dollars on activities that will enhance the education of all our students.   The students we serve on our four campuses come from all over Merced County and some neighboring counties.   These students are some of the most needy students in the county. They could exhibit behavior problems and/or could be credit deficient and have a high risk of not graduating from high school.   The services we plan to implement such as career action plans, transition plans and becoming a trauma-informed school will help to equip all students complete their high school programs and provide a school climate that helps all students develop socially and emotionally.

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

The MPP for the MCOE Court and Community school is 13.13%.   This percentage is achieved by dividing an estimated $1.853M of Supplemental and Concentration grant funding (line 4) by base funding of $14.116M (line 6).   We meet this percentage by focusing on the various actions as described in 3B, such as developing career action plans for all students, retaining two bilingual (Spanish/English) Child Welfare and Attendance Liaisons, tutoring for English Learners, hiring part-time support staff to establish a daily check-in process which will focus on the well-being of

foster youth, monitoring the fluency progress of English learner students.

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