

LCFF Budget Overview for Parents

2019-20 Local Control and Accountability Plan (LCAP)

Local Education Agency (LEA)

Monterey County Alternative Education

CDS Code

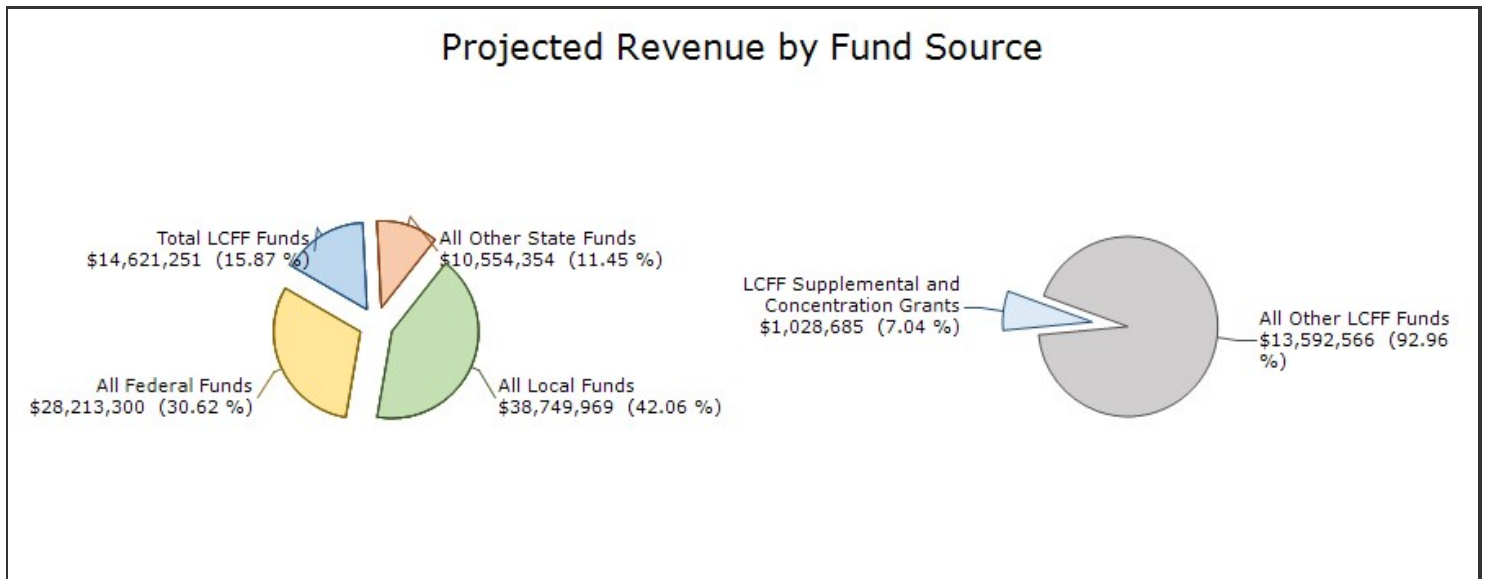
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LEA Contact Information

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School districts receive funding from different sources, e.g., 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, based on the enrollment of high needs students, e.g., Foster Youth, English Learners, and Low-Income Students.

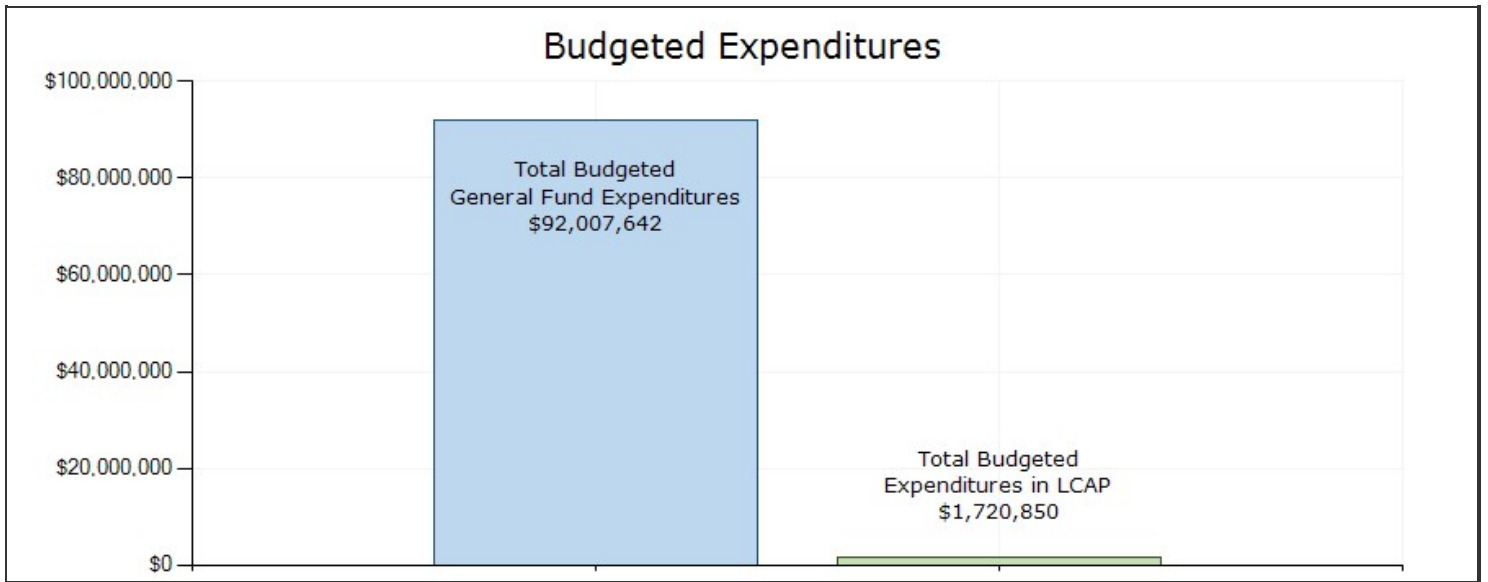
Budget Overview for the 2019-20 LCAP Year



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

The total revenue projected for Monterey County Alternative Education is \$92,138,874.00, of which \$14,621,251.00 is Local Control Funding Formula (LCFF), \$10,554,354.00 is other state funds, \$38,749,969.00 is local funds, and \$28,213,300.00 is federal funds. Of the \$14,621,251.00 in LCFF Funds, \$1,028,685.00 is generated based on the enrollment of high needs students, e.g., Foster Youth, English Learners, and Low-Income Students.

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 Monterey County Alternative Education plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Monterey County Alternative Education plans to spend \$92,007,642.00 for the 2019-20 school year. Of that amount, \$1,720,850.00 is tied to actions/services in the LCAP and \$90,286,792.00 is not included in the LCAP.

The budgeted expenditures that are not included in the LCAP will be used for the following:

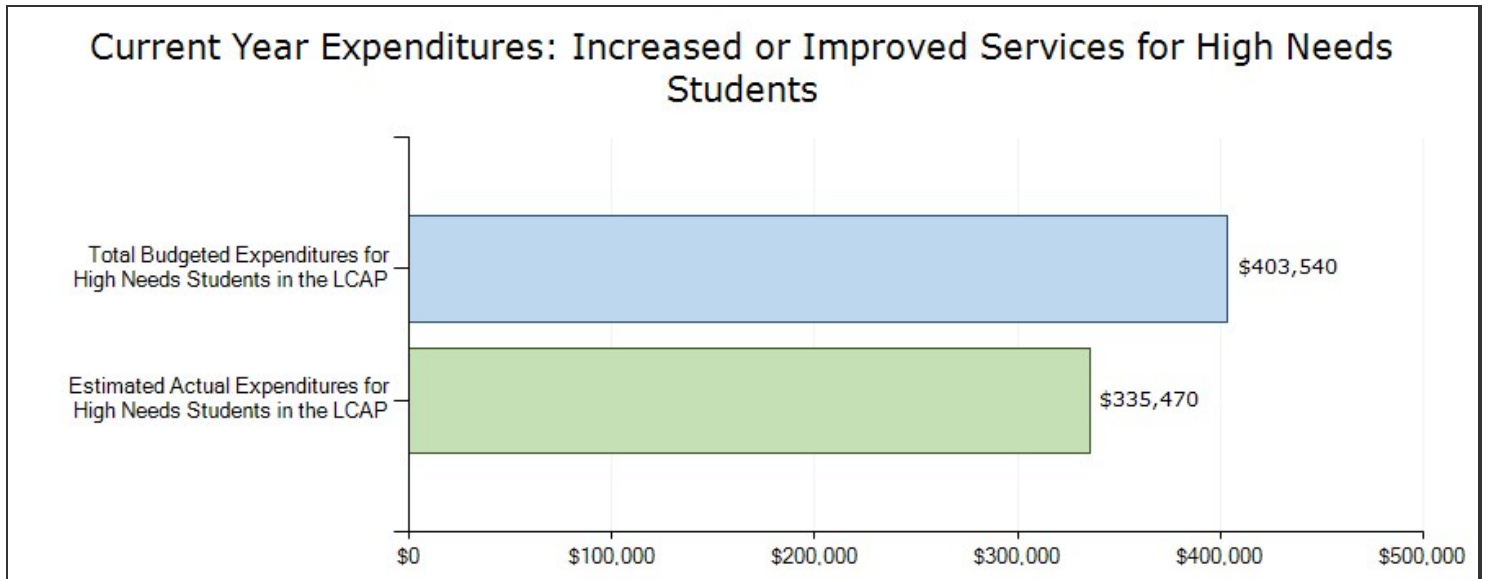
County offices of education support school districts by performing tasks that can be done more efficiently and economically at the county level. County offices provide new curricula, staff development and training programs, and instructional procedures; design business and personnel systems; and perform many other services to meet changing needs and requirements. When economic or technical conditions make county services most appropriate for students, county offices provide a wide range of services, including special and alternative education programs for youths at risk of failure, and instruction in juvenile detention facilities. The County School Service Fund budget includes all these activities.

The funds in this LCAP are specific to the support provided to our Alternative Education programs.

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

In 2019-20, Monterey County Alternative Education is projecting it will receive \$1,028,685.00 based on the enrollment of Foster Youth, English Learners, and Low-Income Students. Monterey County Alternative 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 need students. In the LCAP, Monterey County Alternative Education plans to spend \$1,031,250.00 on actions to meet this requirement.

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



This chart compares what Monterey County Alternative Education budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Monterey County Alternative 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, Monterey County Alternative Education's LCAP budgeted \$403,540.00 for planned actions and services to increase or improve services for high needs students. Monterey County Alternative Education estimates that it will actually spend \$335,470.00 for actions to increase or improve services for high needs students in 2018-19.

The difference between the budgeted and actual expenditures of \$68,070.00 had the following impact on Monterey County Alternative Education's ability to increase or improve services for high needs students:

Alternative Education was not able to facilitate instructional walk-throughs due to reduced funding and lack of availability of substitutes to cover teachers who would be participating in the walk-throughs.

Alternative Education served approximately 5,500 lunches and snacks this year to 85% of the student body. Alternative Education has maintained good standing with the National School Lunch Program regarding accounting practices and procedures. Unfortunately, Alternative Education was not able to offer breakfast this year due to a lack of staffing and expense to run the program.

Only one full-time therapist from Harmony at Home was available at two Alternative Education sites: Itap and SAFE. All students and staff from Itap and SAFE have full access to the therapist. The therapist also participates in several aspects of academic programming in an effort to build relationships with students.

Local Control Accountability Plan (LCAP)

Addendum: General Instructions and Regulatory Requirements.

Appendix A: Priorities 5 and 6 Rate Calculations.

Appendix B: Guiding Questions

[Local Control Funding Formula \(LCFF\) Evaluation Rubrics](#): Essential data to support completion of this LCAP.

LEA Name	Contact Name and Title	Email and Phone
Monterey County Alternative Education	Christopher Devers <i>Director</i>	cdevers@montereycoe.org 831.784.4225

2017-20 Plan Summary

The Story

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

The Monterey County Office of Education is committed to identifying and meeting the unique needs of each individual student. The mission of the Alternative Education Department of the Monterey County Office of Education is to prepare our students for future success by providing a supportive school environment that focuses on increased academic performance, pro-social behaviors, and life skills. We respect and value the unique contribution of each student and our role in assisting them to become responsible, stable, and contributing members of society. Youth served by the Alternative Education Department include juvenile justice students, expelled students, district attorney referrals, foster youth, inter-district transfers, homeless youth, and self-referrals.

The current organizational structure consists of four support teams:

1. Director, Principal, Teachers and Paraprofessionals
2. Intervention Support, Transitional Services
3. Case Management Team, Peak Services
4. Outside Agencies and Community Partners

For the 2019-20 school year, we will be modifying our organizational structure and will be revising our goals and action items to remain aligned to the Local Control Funding Formula (LCFF) priorities.

2018-19 Student Demographics

On California Basic Education Data Systems (CBEDS) day for the 2018-19 school year, the snapshot of total enrollment for Salinas Community School was 143 students and 51 students for Wellington Smith.

Our Free and Reduced Lunch rate on CBEDS day for the 2018-19 school year for Salinas Community is 93% students and 100% students for Wellington Smith.

The enrollment by ethnicity for the 2018-19 school year is:

Ethnicity	Salinas Community	Wellington Smith
Hispanic or Latino	89.5 %	90.2 %
American Indian or Alaska Native; Not Hispanic	0 %	0 %
Filipino	1.4 %	1.96 %
Black of African-American	0 %	0 %
White	4.9 %	5.9%
Asian	0 %	1.96 %
Two or More Races	.7 %	0 %
Hawaiian / Other Pacific Islander	0 %	0 %
Not Reported	3.5 %	0 %

The following total number of students per subgroup are delineated from the CBEDS enrollment count:

Subgroup	Salinas Community	Wellington Smith
Title 1 Migrant	0	0
Special Education	3	5
Socio-Economically Disadvantaged	133	51
English Learners	46	21

School Programs

As of 2018, the Alternative Education Department is running five county community schools and contract learning programs: Silver Star Youth Program, Silver Star Resource Center, Innovative Technology Arts Pathway (iTAP), Sea Air Fire Earth Transportation Pathway (SAFE), Salinas and South Monterey County Independent Study Programs.

Our school sites deliver education through individualized learning plans, small group instruction, and whole group direct instruction. We carefully diagnose the academic needs of each student and deliver services to meet each student at their level. Our alternative approach to education allows experiential learning opportunities through project-based learning, field trips, and rich programs offered by a multitude of partners. Unique opportunities include: conflict management, outdoor education, art, health & wellness programming. Alternative Education students have access to college and career readiness through pathways focused on transportation, information technology, and health. The college and career pathways provide access for students to complete work-study with local industry partners and enroll concurrently at the community college. The Alternative Education case management team assists students with health care related needs to improve student attendance. Careful planning and attention to each student in Alternative Education programs allows for a unique opportunity to improve the quality of their lives and make a beneficial contribution to society.

The court school, Wellington Smith, includes both the Juvenile Hall and the Salinas Valley Education Center campuses. The purpose of the court schools is to provide mandated, compulsory public education services for juvenile, incarcerated offenders who are under the protection and/or authority of the county juvenile justice system. The juvenile court schools provide quality learning opportunities for students to complete a course of study and testing leading to a high school diploma or a high school equivalency certificate. The minimum day program for the juvenile schools is 240 minutes.

Wellington M. Smith Jr. School provides for the educational needs of those youth who are detained in the Monterey

County Juvenile Hall and Salinas Valley Youth Center. The Juvenile Hall is a secure detention facility for minors charged with new criminal acts and/or probation charges or violations. The probation staff, County Behavioral Health clinicians, nursing staff, teachers and paraprofessionals who work in juvenile hall collaborate to address the social, physical, behavioral, psychological, emotional, and educational needs of these incarcerated minors. The average stay in juvenile hall is 28 days, but those minors facing more serious charges may be held for a much longer period. Wellington Smith is open year-round. The school population, composed of males and females between the ages of 10 to 18, can fluctuate anywhere between 40 and 120 students daily. Students attend classes from 8:00 AM to 12:15 PM.

The Salinas Valley Youth Center is a long-term placement facility. The Alternative Education staff work closely with Monterey County Probation and Mental Health Department personnel in their collaborative efforts to support and advance the growth, development, and education of the young people who are sentenced by the juvenile courts.

Alternative Education programs are currently staffed with 15.0 full-time certificated regular teachers, 3.0 Special Education teachers, 8.0 classified instructional paraprofessionals (IP), 1.0 education liaison, 3.0 student information technicians, 1.0 school secretary, 1.0 community liaison, 1.0 food services clerk and 1.0 custodian.. Independent Contracts are maintained for a school psychologist and speech pathologist as needed. The administrative management team includes 1.0 senior director, 1.0 principal, 1.0 program coordinator II (SPED/Pupil Services), 1.0 program coordinator I (college and career readiness), 1.0 program specialist II (court liaison), and 1.0 administrative assistant III.

For many students, violence in their neighborhoods is a constant issue. Children and youth impacted by emotional and behavioral challenges and their families have access to numerous agencies and support providers. The Community Alliance for Safety and Peace (CASP) is a unique Monterey County - City of Salinas coalition of government, service agencies (Department of Social and Employment Services, Health Department, Probation, District Attorney), youth serving organizations, non-profits, faith community, businesses, and community-based organizations. Building Healthy Communities (BHC) Group of East Salinas is composed of local grantees, residents, youth, and community leaders and aims to improve the health of East Salinas so that children are healthy, safe, and ready to learn. The outcomes include keeping children and families safe from violence, all children having health coverage, shifting health and family-focused services and resources to supporting healthy youth development. The Alternative Education Department works closely with these agencies to provide supplemental support for our students. Other agencies, programs, and initiatives that act as partners with MCOE Alternative Education include:

- Global Majority
- Harmony at Home
- Panetta Institute
- Ventana Wilderness
- Ventana Wildlife
- Building Healthy Communities
- Action Council
- California State University, Monterey Bay
- Youth Adult Resource Collaborative
- One-Stop Career Centers (including OET)
- Turning Point
- Child Health & Disability Program
- Child Advocacy Center
- Department of Social and Employment Services (DSES)
- Children's Behavioral Health
- Wrap Around
- Monterey County Screening Team for Assessment Referral and Treatment (MCSTART)
- Santa Lucia Program for Females
- Crisis Support Team
- Probation Department / Juvenile Justice
- Repeat Offender Prevention Program (ROPP)
- Juvenile Justice Crime Prevention Act (JJCPA)
- Silver Star Resource Center

- Monterey County District Attorney - Deputy District Attorney (DDA)
- Mentally Ill Offender Crime Reduction (MIOCR) Grant
- Rancho Cielo Youth Campus
- Victim Impact Class
- MCOE Foster Youth Services
- MCOE Migrant Education
- MCOE Head Start
- Monterey County Business and Education Research Institute (MCBERI)
- Monterey County Business Council (MCBC)
- Central Coast Career Readiness Consortium (CCCRC)
- Court Appointed Special Advocate (CASA)
- San Andreas Regional Center (SARC)
- Door to Hope
- Peacock Acres
- Hartnell College
- Sheriff's Department

College and Career Readiness

The Career and Technical Education (CTE) program is responsible for helping all students acquire challenging academic, technical, and employability skills to succeed in post-secondary education and in-demand careers. To support our students in this effort, we, along with our collaborative partners, provide rigorous and relevant career and technical education to prepare them for high-wage, high-skilled, and high demand careers in the following career clusters:

- Business & Information Technology (ITAP)
- Transportation (SAFE)
- Health Science (Rancho Cielo EMT / Allied Health)

Our CTE programs integrate academics in a rigorous and relevant curriculum while addressing student academic gaps with our partners:

- Hartnell Community College provides instructional support and tutoring;
- California State University at Monterey Bay (CSUMB) Center for Reading Diagnosis and Instruction provides one-on-one and small group instruction to improve academic language skill; and,
- The EpiCenter provides drop-in tutoring in all academic areas and scheduled, one-on-one tutoring at the student's school site.

To enhance our career technical education, all students have access to career-readiness skills curricula through Virtual Job Shadow Career Exploration, the National Career Readiness Certificate Program with Career Ready 101 and Work Keys, and OdysseyWare's Career Technical Education online course offerings. When students graduate from our programs and enter college, we support their first semester by providing enrollment services, including completion of scholarship and financial aid applications. Additionally, during students' first semester in college, we provide tutoring, job placement, and counseling.

Special Education

In an ongoing effort to provide broad and robust special education services to incarcerated youth, a full time special education teacher remains on the court school staff for a self contained classroom at juvenile hall. Through careful collaboration with probation, this instructional space provides students who require the most intensive mental health supports and/or academic needs with a quiet restorative space to learn. Multiple options for seating, carpeting, iPads, and individualized curriculum have improved student time on task, interactions with staff and each other. In collaboration with Monterey County Special Education Local Plan Area (SELPA), Monterey County Office of Education Alternative Programs engages a full-time behavioral health clinician dedicated solely to Alternative Education program students who qualify for services in their Individualized Education Plans.

Foster Youth

The Monterey County Office of Education, Foster Youth Services Coordinating Program (FYSCP) provides district support

services as well as direct educational case management services for foster students who are enrolled in school districts in Monterey County, or dependents of Monterey County enrolled in out-of-county schools. By coordinating services and collaborating with local agencies and community-based organizations, students are served holistically. The primary focus of the FYSCP is to close the achievement gap and improve educational outcomes for all students in foster care.

LCAP Highlights

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

For the 2019-20 school year, the Alternative Education Department has identified new goals and actions and revised existing goals and actions to increase positive growth in student attendance, learning opportunities, health and wellness, course completion, academic skill development, college and career readiness, and transitions. These goals and actions include:

- Individualizing student goal setting, three times a year, for Reading Comprehension and Language Usage complimented by supplemental instruction for students performing below grade level in English Language Arts.
- Providing professional development for instructional staff on intensive English Language Development across curriculum, analyzing and supporting Student Literacy Gaps, analyzing NWEA data reports, and Character Based Literature (CBL) training.
- Increasing student participation in health and wellness enrichment through cultural diversity and conflict mediation coursework, ethnic studies classes, therapeutic and experiential outdoor learning, and Health and Nutrition coursework.
- Continuing positive attendance monitoring through student and parent communication, outreach and education.
- Facilitating successful student transitions through increased access to A-G and CTE courses, college and career readiness planning and exploration, expulsion plan monitoring, dual and concurrent enrollment.
- Increasing student participation in experiential learning opportunities, including work study programs, internships, field trips, and hands-on workshops.
- Providing local school districts professional development and support targeting foster youth enrolled in their schools.

Review of Performance

Greatest Progress

Based on a review of performance on the state and local performance indicators included in the LCFF Evaluation Rubrics, 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 of 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.

Alternative Education Programs experienced greatest progress in providing programming and services for our students and their families. This included:

- All continuously enrolled students participated in individualized goal setting, using differentiated learning maps, with instructional staff three times during the 2018-19 school year.
- Students participated parent/teacher conferences during conference weeks (fall 2018 and spring 2019).
- Students, performing below grade level in reading and language arts, were provided supplemental academic intervention programming, such as, tutors from the California State University Monterey Bay Reading Center and developmental reading courses,
- The majority of the continuously enrolled students showed improvement in language and reading abilities based on NWEA test scores and an increase of 14.9 [points on the SBAC-English/Language Arts assessment.
- Instructional staff participated in intensive ELD professional development focused on best practices for the instruction of EL students.
- Students at Juvenile Hall and the Youth Center studied conflict management techniques, co-taught by teaching staff and a consultant.
- The conflict management coursework was digitized in OdysseyWare to allow all staff and students access to the

curriculum and activities.

- Students at Rancho Cielo and the Youth Center participated in a dual-enrollment Ethnic Studies course, facilitated by Hartnell College and Ranch Cielo staff.
- Approximately 90 students at Rancho Cielo, Silver Star and SAFE attended weekly outdoor education field trips provided by Ventana Wildlife Society.
- 50% of the students had access to teacher led and designed Health and Wellness courses, including trauma-informed healing, positive behavior interventions, conflict resolution and nutrition.
- Student and parent/guardian communication and outreach regarding attendance and truancy was accomplished by sending truancy letters, doing home visits, facilitating attendance workshops, and recognizing positive attendance.
- Student dual and concurrent enrollment increased by 14.2%.
- Alternative Education Programs successfully completed the one-day WASC mid-cycle report and visit.
- Twenty foster youth students attended 8 college campus tours (December 2018 and April 2019), organized by Alternative Education, the EpiCenter and Monterey County Foster Youth Services.
- Students concurrently enrolled at Hartnell College were supported by tutors and mentors from the EpiCenter.
- Student and parent/guardian feedback for school improvement was gathered and validated through the YouthTruth survey instrument.

Greatest Needs

Referring to the LCFF Evaluation Rubrics, identify any state 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 or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

The Dashboard Alternative School Status (DASS) was implemented in December 2018. This new accountability system, with modified methods of measurement for schools that serve high-risk students, helps us identify our strengths, weaknesses, and areas in need of improvement.

Chronic Absenteeism

The DASS Performance Level for Chronic Absenteeism for both Salinas Community School and Wellington Smith School indicates no performance color.

Even though our 2018-19 data indicates a stabilization in positive attendance, our students continue to struggle with chronic absenteeism, school stability and transition, and performing at grade level literacy. The department will continue to utilize our attendance and truancy protocol, college and career readiness programs, and engaging instructional best practices to increase significant continuous participation and attendance.

Academic Performance / English Language Arts

The DASS Performance Levels for English Learner Progress and English Language Arts for both Salinas Community School and Wellington Smith School indicates no performance color.

Alternative Education students continue to need a faster rate of increase in literacy as indicated by the benchmark assessment (NWEA) scores in Reading and Language Usage. Although the average 9th-12th grade student with continuous participation has indicated growth, students continue to require significant improvement in a short timeframe. To accomplish this, the Alternative Education department will continue to utilize an entry benchmark literacy assessment (NWEA) and the English Language Proficiency Assessments for California (ELPAC) to support student learning goals along with implementing 'best practice' ELD instruction. Additionally, Alternative Education will fully implement OdysseyWare's SPARK programming which creates individualized and prescriptive learning paths based on each student's specific level of skills mastery and provides them with efficient and targeted skills practice and remediation.

College and Career Readiness

The DASS Performance Level for College/Career for Salinas Community School indicates a red (lowest) performance level. The DASS Performance Level College/Career for Wellington Smith School indicated no performance color.

Parent, student, and stakeholder surveys identified the need for an increased effort in early identification and an enhanced individual student learning plan to provide successful transitions as students move from high school to post-secondary education and/or training. To accomplish this the department will continue to increase student access to college and career readiness services and career technical education (CTE) programming and embed it as part of the student individualized goal setting done three times during the school year.

Suspension Rate

The DASS Performance Level for Suspension Rate for Salinas Community School indicates a red (lowest) performance level. The DASS Performance Level for Suspension Rate for Wellington Smith School indicates a blue (highest) performance level.

The suspension rate data from 2016-17 was reported to the state incorrectly. When the 2016-17 data was compared with the 2017-18 suspension data, the result was a red (lowest) performance level. We have retrained staff in the accurate collection and reporting of suspension data and have put greater administrative oversight in place. We are also working California Department of Education (CDE) and DASS representatives to correct the 2016-17 data.

Graduation Rate

The DASS Performance Level for Graduation Rate for both Salinas Community School and Wellington Smith School indicates a red (lowest) performance level. The indicators for Graduation Rate do not reflect that fact that many of our enrolled 12th grade students come to us severely credit deficient and will require, at minimum, a 5th year of high school.

Graduation rate is always a great concern to Alternative Education. To remedy this we have implemented individualized student goal setting, three times a year with instructional staff and student participation in parent/teacher conferences twice yearly to keep students focused on their graduation goal. We are also working with the Assistant Superintendent of Student Services to present a new board policy allocating student grade level by credits earned instead of age at enrollment.

Performance Gaps

Referring to the LCFF Evaluation Rubrics, identify and 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?

Alternative Education Programs must continue to focus on stabilizing school attendance and participation, development of writing skills and reading comprehension to improve student readiness for graduation, college and career.

A significant number of our students enter with low school stability and high absenteeism. Overall academic performance is shown to be the lowest among those students who have had multiple school transitions and a high absence rate. Supporting student growth in both school stability rate and absence rate will provide the opportunity for greater student growth in academic performance. Three out of the six goals for the 2018-19 school year will focus on the connected areas of school stability/transition, chronic absenteeism, and academic performance.

NWEA results are expressed as a RIT score (short for Rasch Unit). The RIT scale is a stable scale, like feet and inches, that accurately measures student performance, regardless of age, grades, or grade level. Reading comprehension and language assessment data show our 9th-12th grade students performing on average 4-6 years below their current grade level when compared to national norms. Data indicates that students will require significant academic support for college and career readiness.

While California graduation rates for almost every student subgroup have continued to improve over the last couple years, our projected 2018-19 graduation rate for our 12th grade students is 45 students equating to 50% of our students enrolled as 12th grader. Again this can be attributed to multiple school transitions and high absence rates. The implementation of a multi-tiered system of supports (MTSS) should improve educational outcomes for every student by ensuring culturally responsive and developmentally appropriate equitable academic and behavioral supports.

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.

The Salinas Community School.

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.

The investment with the CSI grant will support educational technology and data to improve academic outcomes and student achievement. Alternative Education will focus on professional development and technical support using digital platforms that we currently use but are under utilizing. These platforms include: PowerSchool Student Information System, NWEA Diagnostic Tool for Math and English, OdysseyWare A-G online curriculum with a Career Technical Education (CTE) library and remediation component, Virtual Job Shadow, Industry Certifications offered by ICEV, and Infinity Learning Maps. The Alternative Education leadership team, teachers, and para-educators will receive professional development learning how to use the software and understand the data students produce using the software. In addition to utilizing the digital platforms in an isolated setting staff will build capacity to understand how bridges between the software applications apply. For example, students take an assessment in NWEA that records a RIT score which then plugs the student into the appropriate remediation and / or core content course in Odyssey Ware. The Career Interest Survey in Virtual Job Shadow can guide student placement in pathway programs and CTE courses offered in OdysseyWare. Lastly, parents will be provided a dashboard representing pertinent student information such as test scores, parent contact information, attendance, behavior, medical, SPED, and any other critical information needed to understand each student's needs. The CSI grant will provide funding to purchase this application in the student information system.

In addition to digital platforms and data used for student achievement, Alternative Education will purchase new computers for school sites in the Salinas Community School. We are currently exploring the budget to assess how many and what type of computers will be purchased for each site. Options include: desktops, laptops, and Chromebooks. A certificated manager will coordinate the purchase, implementation, and support for all new technology aimed at providing access to the digital platforms listed above.

Through the stakeholder engagement process that included parents, students, community partners, teachers, classified staff, and administrators it was determined that digital tools and computers with technical support and capacity building would be the most effective way to close the achievement gap with given resources. The stakeholder engagement process included parent / student / teacher conferences, School Site Council, ELAC/DELAC, Joint Agency Council, staff meetings, and surveys.

The Single Plan for Student Achievement (SPSA) was developed by the Principal in conjunction with selected stakeholders and included a review of data from DataQuest, CalPads, the Student Information System, ELPAC, SBAC and local surveys. The SPSA is strategically aligned to the LCAP and WASC plans. In review of the data, it was determined by stakeholders, specifically students and teachers, that there were not enough working computers for all students. Furthermore, staff indicated they did not have sufficient training to utilize existing digital platforms.

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.

The first outcome that will be monitored and evaluated is the number of trainings provided to build capacity concerning digital platforms adopted and used in Alternative Education. Each training will include feedback from staff to gauge understanding and applicability of content provided.

Second, Alternative Education will track the usage of each digital platforms. For example, Alternative Education will

monitor course completion in OdysseyWare, Career Interest Surveys completed in Virtual Job Shadow, digital student learning plans completed that include Infinity Learning Maps, pre / post diagnostic scores using NWEA Math and English assessments, and student enrollments with critical information presented in a dashboard format in PowerSchool.

Third, Alternative Education will track the number of computer devices purchased for each school site.

Lastly, Alternative Education will evaluate overall school climate regarding investments made towards closing the student achievement gap using digital platforms and technology through the YouthTruth survey issued in the Fall and Spring.

Annual Update

LCAP Year Reviewed: 2018-19

Goal 1

By March 2019, students (continuously enrolled in Alternative Education programs) with valid Fall and Winter NWEA assessments, will meet the NWEA individually projected Fall to Winter Growth on individual Reading Comprehension and Language Usage RIT scores as indicated by the NWEA test data.

State/Local Priorities

State: 1, 2, 4, 7, 8

Local: None

Annual Measurable Outcomes

Expected	Actual
NWEA Reading Average - 230.00	NWEA Reading Average - 207
NWEA Language Use Average - 200.00	NWEA Language Use Average - 209
Overall CELDT Progress (Note: Test DISCONTINUED). CELDT has been replaced with ELPAC. - NA	Overall CELDT Progress (Note: Test DISCONTINUED). CELDT has been replaced with ELPAC. - NA
NWEA MAPS READING: Percent of Students with Significant Continuous Participation (SCP) and valid scores who achieve their targeted projected growth using NWEA Fall to Winter score comparison for Maps Reading. - 50%	NWEA MAPS READING: Percent of Students with Significant Continuous Participation (SCP) and valid scores who achieve their targeted projected growth using NWEA Fall to Winter score comparison for Maps Reading. - 58%
NWEA MAPS LANGUAGE: Percent of Students with Significant Continuous Participation (SCP) and valid scores who achieve their targeted projected growth using NWEA Fall to Winter score comparison for Maps Language. - 50%	NWEA MAPS LANGUAGE: Percent of Students with Significant Continuous Participation (SCP) and valid scores who achieve their targeted projected growth using NWEA Fall to Winter score comparison for Maps Language. - 64%

Actions/Services

Action 1 Planned	Actual	Budgeted Expenditures		Estimated Actual Expenditures	
Students will participate in individualized goal setting with instructional staff at least three times a year focused on the NWEA growth worksheet and the student literacy portfolio. Alternative Education will improve services for English Language Learners through the differentiated learning map process.	Alternative Education students participated in individualized goal setting with instructional staff three times during the 2018-19 school year. NWEA growth worksheets for student growth was available for use by staff during the parent conference weeks (fall 2018 and spring 2019) to support student growth and goal setting with differentiated learning maps. ELPAC results for 2018-19 school year are not yet available.	Amount	\$20,000.00	Amount	\$18,000.00
		Source	Supp. / Conc.	Source	Supp. / Conc.
		Reference	5000-5999	Reference	5000-5999
		Total	\$20,000.00	Total	\$18,000.00
Action 2 Planned	Actual	Budgeted Expenditures		Estimated Actual Expenditures	
Instructional peers and school administration will observe evidence of explicit cross-curricular vocabulary instruction in all classroom environments by participating in instructional walk-throughs once during each school term. Instructional peers and school administration will develop a rubric for the walk-throughs. Funds will be used for substitute staff coverage.	Alternative Education was not able to facilitate instructional walk-throughs due to reduced funding and lack of availability of substitutes to cover teachers who would be participating in the walk-throughs.	Amount	\$5,000.00	Amount	\$0.00
		Source	Supplemental	Source	Supp. / Conc.
		Reference	1000-1999	Reference	1000-1999
		Total	\$5,000.00	Total	\$0.00

Action 3 Planned	Actual	Budgeted Expenditures	Estimated Actual Expenditures
All instructional staff will be certified in six of the twelve modules of the <i>Language Essentials for Teachers of Reading and Spelling</i> (LETRS).	Alternative Education shifted facilitation of professional development to MCOE Educational Services division with a goal to place more focus on English Language Development across the curriculum. <i>Language Essentials for Teachers of Reading and Spelling</i> (LETRS) professional development was eliminated due to the prohibitive cost, feedback on the program and accessibility of the information for classroom teachers and paraprofessionals.	Amount \$10,000.00 Source Supplemental Reference 5000-5999 Total \$10,000.00	Amount \$6,000.00 Source Supp. / Conc. Reference 5000-5999 Total \$6,000.00
Action 4 Planned	Actual	Budgeted Expenditures	Estimated Actual Expenditures
Instructional staff will be given the opportunity to participate in professional learning opportunities focused on language use and differentiation to include SDAIE (Specially designed academic instruction in English) and UDL (Universal Design for Learning).	To improve instructional practices, Alternative Education staff participated in a professional development series for English Language Development across curriculum facilitated by the MCOE Educational Services division. This intensive ELD professional development focused on best practices for the instruction of EL students. This professional development was supplemented with additional professional development on analyzing and supporting Student Literacy Gaps, analyzing NWEA data reports, and Character Based Literature (CBL) training.	Amount \$10,000.00 Source Grant Reference 5000-5999 Total \$10,000.00	Amount \$10,650.00 Source Supplemental Reference 5000-5999 Total \$10,650.00
Action 5 Planned	Actual	Budgeted Expenditures	Estimated Actual Expenditures
Students performing below grade level in English Language Arts will receive supplemental instruction in language and reading development.	Alternative Education students, performing below grade level, were provided with supplemental Academic Intervention and Programs. Those students performing below grade level in the long term juvenile facility were provided with individualized tutoring in partnership with California State University Monterey Bay Reading Center. In all program sites, intervention level materials are available for students to take Developmental Reading courses. When needed, teachers can identify students for access to the SPARK curriculum in OdysseyWare for reading intervention. Rosetta Stone was recently made available for students who require basic English Language development. Students have access to classroom aides in an ongoing manner to support language and reading development under the direction of the classroom teacher.	Amount \$14,000.00 Source Title I Reference 5000-5999 Total \$14,000.00	Amount \$16,000.00 Source Title I Reference 5000-5999 Total \$16,000.00
Action 6 Planned	Actual	Budgeted Expenditures	Estimated Actual Expenditures
Increase literacy instruction through the use of Character Based Literacy (CBL) integrated instruction design in court <i>and community-based</i> programs.	Alternative Education continues to use Character Based Literacy (CBL) as our core language arts curriculum. CBL includes focused lesson design for the development of literacy and language skills. Professional development on implementing and using CBL was provided to all teachers and paraprofessionals by Santa Clara University Markula Center for Ethics.	Amount \$4,000.00 Source Supplemental Reference 4000-4999 Total \$4,000.00	Amount \$4,000.00 Source Supp. / Conc. Reference 4000-4999 Total \$4,000.00
Action 7 Planned	Actual	Budgeted Expenditures	Estimated Actual Expenditures

Continue to build the reading library and sustain the infusion of new non-fiction and fiction reading materials that are high interest for students reading below grade level.

Alternative Education purchased English language arts texts and online text offerings for students throughout the school year.

Amount	\$12,000.00	Amount	\$13,000.00
Source	Supp. / Conc.	Source	Supp. / Conc.
Reference	4000-4999	Reference	4000-4999
Total	\$12,000.00	Total	\$13,000.00

Analysis

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

56% of the Alternative Education students, with significant continuous participation, met their individually projected Fall to Winter Growth for Reading and Language usage in NWEA Maps. To improve overall literacy levels of Alternative Program students, as measured on the NWEA, Alternative Education increased focus on monthly professional development and direct instruction services along with implementing individual student goal setting and intervention curriculum adoption (SPARK). Implementation of these actions required the alignment of the Single Plan for Student Achievement and WASC goals. The Alternative Education school calendar was adjusted to accommodate bi-annual student conferences focused on individual goal setting and achievement. Action 3, LETRS training was discontinued.

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

The majority of the Alternative Education students, who were continuously enrolled, made growth in NWEA Language and Reading scores. A review of the NWEA data indicates overall low achievement levels in comparison to grade level standards. In general, Alternative Education students with very low achievement made more growth than was expected on the Reading and Language Assessments. NWEA results of *low achievement - high growth* can be attributed to the Alternative Education department focus on academic achievement as evidenced by the implementation of next generation ELD standards for all students and improved access to intervention services and available curriculum.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Alternative Education was able to implement all of the actions with the exception of teacher walk-through evaluations under budget. A major savings occurred by consolidating English Language Development training offered through the Monterey County Office of Education's Educational Services Division by eliminating LETRS training.

Alternative Education's substitute budget was severely impacted this year due to workmen compensation, illness, and other medical conditions suffered by employees.

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.

Alternative Education changed action 3, participation in *Language Essentials for Teachers of Reading and Spelling* (LETRS), due to prohibitive cost, feedback on the program and accessibility of the information for classroom teachers and paraprofessionals. This action was replaced with the implementation of next generation English Language Development (ELD) standards in collaboration with the Educational Services Division of Monterey COE. This training was provided for all teaching and support staff throughout the school year. Staff will continue to utilize the strategies learned from the ELD trainings next year in practice and reflected on in professional learning communities.

Goal 2

By June 2018, increase student participation rate by 15% in health and wellness enrichment programs focused on cultural diversity, nutrition, and social-emotional trauma.

State/Local Priorities

State: 2, 5, 6, 7, 8

Local: None

Annual Measurable Outcomes

Expected	Actual
Health and Wellness Course Completion Rate - 85.00	Health and Wellness Course Completion Rate - 92.00
Student access to health and wellness programs - 60.00	Student access to health and wellness programs - 100.00
Student participation rate in experiential learning through Outdoor Education across department - 50.00	Student participation rate in experiential learning through Outdoor Education across department - 90.00

Actions/Services

Action 1 Planned	Actual	Budgeted Expenditures	Estimated Actual Expenditures																																		
Equitable access to Global Majority 14-week cultural diversity and conflict mediation program for 80% of student population throughout the 2018-19 school year.	<p>Alternative Education was notified that Global Majority reduced staff this year, including the availability of Middlebury graduate students to facilitate conflict resolution courses in our schools. Instead, the Executive Director of Global Majority worked with assigned staff at the Juvenile Hall and Youth Center. Together they co-taught conflict resolution to designated groups of incarcerated youth. Two courses a semester were taught at each locked facility.</p> <p>The second aspect to the project, the digitization of the Global Majority conflict resolution curriculum in OdysseyWare, was accomplished. Digitizing the curriculum will allow all Alternative Education teachers and students access to the conflict resolution curriculum and activities at all sites throughout the school year.</p>	<table border="1"> <tr><td>Amount</td><td>\$25,000.00</td></tr> <tr><td>Source</td><td>Supp. / Conc.</td></tr> <tr><td>Reference</td><td>5000-5999</td></tr> <tr><td>Total</td><td>\$25,000.00</td></tr> </table>	Amount	\$25,000.00	Source	Supp. / Conc.	Reference	5000-5999	Total	\$25,000.00	<table border="1"> <tr><td>Amount</td><td>\$25,000.00</td></tr> <tr><td>Source</td><td>Supp. / Conc.</td></tr> <tr><td>Reference</td><td>5000-5999</td></tr> <tr><td>Total</td><td>\$25,000.00</td></tr> </table>	Amount	\$25,000.00	Source	Supp. / Conc.	Reference	5000-5999	Total	\$25,000.00																		
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Action 2 Planned	Actual	Budgeted Expenditures	Estimated Actual Expenditures																																		
Implement a teacher-led Ethnic Studies course available to 30% of students for the 2018-19 school year.	Alternative Education partnered with Hartnell Community College to offer dual-enrollment Ethnic Studies courses embedded into the core instruction at Rancho Cielo Community School and Youth Center. Thirty percent of the student body had access to these courses and the majority completed the course with a passing grade. Alternative Education teachers co-taught the course with Hartnell instructors supported by instructional assistants.	<table border="1"> <tr><td>Amount</td><td>\$10,000.00</td></tr> <tr><td>Source</td><td>Grant</td></tr> <tr><td>Reference</td><td>5000-5999</td></tr> <tr><td>Amount</td><td>\$10,000.00</td></tr> <tr><td>Source</td><td>Title I</td></tr> <tr><td>Reference</td><td>1000-1999</td></tr> <tr><td>Total</td><td>\$20,000.00</td></tr> </table>	Amount	\$10,000.00	Source	Grant	Reference	5000-5999	Amount	\$10,000.00	Source	Title I	Reference	1000-1999	Total	\$20,000.00	<table border="1"> <tr><td>Amount</td><td>\$5,000.00</td></tr> <tr><td>Source</td><td>Supp. / Conc.</td></tr> <tr><td>Reference</td><td>5000-5999</td></tr> <tr><td>Amount</td><td>\$5,000.00</td></tr> <tr><td>Source</td><td>Title I</td></tr> <tr><td>Reference</td><td>1000-1999</td></tr> <tr><td>Amount</td><td>\$1,750.00</td></tr> <tr><td>Source</td><td>Title I</td></tr> <tr><td>Reference</td><td>3000-3999</td></tr> <tr><td>Total</td><td>\$11,750.00</td></tr> </table>	Amount	\$5,000.00	Source	Supp. / Conc.	Reference	5000-5999	Amount	\$5,000.00	Source	Title I	Reference	1000-1999	Amount	\$1,750.00	Source	Title I	Reference	3000-3999	Total	\$11,750.00
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Action 3 Planned	Actual	Budgeted Expenditures	Estimated Actual Expenditures																																		
Provide equitable access to therapeutic outdoor education courses and outdoor experiential learning opportunities equitably across all school programs within the district through teacher-led initiatives and partnerships with Ventana Wildlife Society and other local outdoor education non-profits.	Alternative Education partnered with the Ventana Wildlife Society to offer three outdoor education courses at three different Alternative Education sites. Field-based learning opportunities were provided to forty-five students each semester. Total students served this year is approximately ninety students. Approximately seventy field trips were taken to facilitate science-based, experiential learning opportunities. Courses were co-taught with an environmental science educator from Ventana Wildlife Society and Alternative Education teachers supported by instructional assistants.	<table border="1"> <tr><td>Amount</td><td>\$5,000.00</td></tr> <tr><td>Source</td><td>Grant</td></tr> <tr><td>Reference</td><td>5000-5999</td></tr> <tr><td>Amount</td><td>\$5,000.00</td></tr> <tr><td>Source</td><td>Supp. / Conc.</td></tr> <tr><td>Reference</td><td>1000-1999</td></tr> <tr><td>Total</td><td>\$10,000.00</td></tr> </table>	Amount	\$5,000.00	Source	Grant	Reference	5000-5999	Amount	\$5,000.00	Source	Supp. / Conc.	Reference	1000-1999	Total	\$10,000.00	<table border="1"> <tr><td>Amount</td><td>\$5,000.00</td></tr> <tr><td>Source</td><td>Supp. / Conc.</td></tr> <tr><td>Reference</td><td>1000-1999</td></tr> <tr><td>Amount</td><td>\$1,750.00</td></tr> <tr><td>Source</td><td>Supp. / Conc.</td></tr> <tr><td>Reference</td><td>3000-3999</td></tr> <tr><td>Amount</td><td>\$5,000.00</td></tr> <tr><td>Source</td><td>Supp. / Conc.</td></tr> <tr><td>Reference</td><td>5000-5999</td></tr> <tr><td>Total</td><td>\$11,750.00</td></tr> </table>	Amount	\$5,000.00	Source	Supp. / Conc.	Reference	1000-1999	Amount	\$1,750.00	Source	Supp. / Conc.	Reference	3000-3999	Amount	\$5,000.00	Source	Supp. / Conc.	Reference	5000-5999	Total	\$11,750.00
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Action 4 Planned	Actual	Budgeted Expenditures	Estimated Actual Expenditures																																		
Increase equitable food & nutrition access to 85% of community school students to include breakfast, lunch, and snack through the National Lunch Food Program, local food-banks, and food-industry partners.	Alternative Education served approximately 5,500 lunches and snacks this year to 85% of the student body. Alternative Education has maintained good standing with the National School Lunch Program regarding accounting practices and procedures. Unfortunately, Alternative Education was not able to offer breakfast this year due to a lack of staffing and	<table border="1"> <tr><td>Amount</td><td>\$30,000.00</td></tr> <tr><td>Source</td><td>Supp. / Conc.</td></tr> <tr><td>Reference</td><td>5000-5999</td></tr> <tr><td>Total</td><td>\$30,000.00</td></tr> </table>	Amount	\$30,000.00	Source	Supp. / Conc.	Reference	5000-5999	Total	\$30,000.00	<table border="1"> <tr><td>Amount</td><td>\$25,000.00</td></tr> <tr><td>Source</td><td>Supp. / Conc.</td></tr> <tr><td>Reference</td><td>5000-5999</td></tr> <tr><td>Total</td><td>\$25,000.00</td></tr> </table>	Amount	\$25,000.00	Source	Supp. / Conc.	Reference	5000-5999	Total	\$25,000.00																		
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expense to run the program.

**Action 5
Planned**

Actual

**Budgeted
Expenditures**

**Estimated Actual
Expenditures**

Teacher led design of Health and Nutrition course to be implemented by January 1, 2019 to 50% of all students, with 100% of court school students as a sub-group; to include but not limited to: drug/alcohol use, equity and diversity, suicide prevention, HIV awareness, digital citizenship, cyber-bullying, post-traumatic stress, anxiety and related health issues.

50% of Alternative Education students had access to teacher led and designed Health and Wellness courses. Examples of this include OdysseyWare health, trauma-informed healing, positive behavior interventions, conflict resolution, and nutrition.

100% of court school students did not access to health wellness programs. Due the high turnover rate at Juvenile Hall it is hard to ensure students have access health and wellness courses since the educational focus is on core content and remediation for the short time students are incarcerated.

Amount	\$25,000.00	Amount	\$7,500.00
Source	Grant	Source	Supp. / Conc.
Reference	5000-5999	Reference	5000-5999
Amount	\$5,000.00	Total	\$7,500.00
Source	Supp. / Conc.		
Reference	5000-5999		
Total	\$30,000.00		

**Action 6
Planned**

Actual

**Budgeted
Expenditures**

**Estimated Actual
Expenditures**

Provide partnership with local non-profit Sticks and Stones Harmony at Home program for 1 full-time mental health, drug and alcohol therapist who will work with 2 school sites.

One full-time therapist from Harmony at Home was available at two Alternative Education sites: Itap and SAFE. All students and staff from Itap and SAFE have full access to the therapist. The therapist also participates in several aspects of academic programming in an effort to build relationships with students.

Amount	\$87,040.00	Amount	\$43,520.00
Source	Supp. / Conc.	Source	Supp. / Conc.
Reference	5000-5999	Reference	5000-5999
Total	\$87,040.00	Total	\$43,520.00

Analysis

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

By June 2019, Alternative Education increased the student participation rate by 15% in health and wellness enrichment programs focused on cultural diversity, nutrition, and social-emotional trauma. The actions Alternative Education aligned to the goals driven by input from stakeholders were implemented in ways that met the goal. The implementation with actions overall was complete and thorough. There were barriers to implementing some actions such as offering breakfast as result of a lack of funding. Other challenges included a lack of staffing to implement the actions.

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

Overall the actions aligned to the goal were very effective as recognized in meeting the goal itself and other key metrics related to cultural diversity, nutrition, and social-emotional trauma. Examples of key metrics that measured exposure and understanding of cultural diversity through ethnic studies include the completion rate. Other metrics that measured nutrition include the quantity and desirability of lunches served. Lastly, student participation rates were measured in programs such as El Joven Noble, Conflict Resolution, and Infinity Learning Maps.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Alternative Education was able to procure services for less than was budgeted. For example, the Ventana Wildlife Society was able to completely fund the outdoor education programs through a NOAA grant.

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.

One action that needs to be modified is serving breakfast which we cannot do until we procure more funding for this activity. Another modification is the addition of an action which is to make health a required course for graduation which would place an emphasis on the goal and activities presented. The goal and actions could all be facilitated through health curriculum, instruction, and activities. This goal and action is included in the 2019-20 LCAP, Goal 2, Action 5.

Goal 3

Facilitate the successful transition of foster, homeless, expelled, and juvenile justice youth served by the County Office of Education who move to and from school sites through the design and implementation of academic, behavior, and college and career transition support plans.

State/Local Priorities

State: 3, 4, 5, 6, 9, 10

Local: None

Annual Measurable Outcomes

Expected	Actual
Completed Individual Learning/Transition Plans - 85.00	Completed Individual Learning/Transition Plans - 75.00
Graduation rate for +2 transitions in a school year - 70.00	Graduation rate for +2 transitions in a school year - 70.00

Actions/Services

Action 1 Planned	Actual	Budgeted Expenditures	Estimated Actual Expenditures
Increase A-G course offerings provided through Odysseyware course catalog. Odysseyware is on a three year contract cycle and the next payment is due in 2019-20 so no expense will be incurred.	Alternative Education made A-G courses in OdysseyWare available to all Alternative Education students, as needed.	Amount \$0.00 Source LCFF Reference 4000-4999 Total \$0.00	Amount \$0.00 Source Included in Base Reference 4000-4999 Total \$0.00
Action 2 Planned	Actual	Budgeted Expenditures	Estimated Actual Expenditures
Coordinate a spring break college tour and a College & Career Readiness Camp for foster youth.	Alternative Education partnered with the Epicenter and Monterey County Foster Youth Services to offer 8 college tours to 20 foster youth. Two programs were coordinated, one in January and the other over spring break in April.	Amount \$20,000.00 Source Supplemental Reference 5000-5999 Total \$20,000.00	Amount \$10,000.00 Source Supp. / Conc. Reference 1000-1999 Amount \$3,500.00 Source Supp. / Conc. Reference 3000-3999 Amount \$1,800.00 Source Supp. / Conc. Reference 5000-5999 Total \$15,300.00
Action 3 Planned	Actual	Budgeted Expenditures	Estimated Actual Expenditures
Provide transportation support to foster, homeless, expelled, and juvenile justice youth.	Alternative Education provided transportation for foster, homeless, expelled and juvenile justice youth throughout the school year. All students at Rancho Cielo Community School, mostly comprised of juvenile justice youth, were provided transportation to and from school. Truant students at the Silver Star Resource Center were provided rides when needed under extreme circumstances. All foster, homeless, expelled, and juvenile justice youth were provided bus passes to get to and from school as needed.	Amount \$5,000.00 Source Included in Base Reference 5000-5999 Amount \$2,000.00 Source Supplemental Reference 5000-5999 Total \$7,000.00	Amount \$5,000.00 Source Supp. / Conc. Reference 5000-5999 Amount \$2,000.00 Source Supplemental Reference 5000-5999 Total \$7,000.00
Action 4 Planned	Actual	Budgeted	Estimated Actual

		Expenditures		Expenditures	
Support and facilitate collaboration with the Epicenter by providing direct services such as tutoring and mentoring to foster, homeless, and juvenile justice students.	Alternative Education partnered with the Epicenter to provide tutoring to students enrolled concurrently at Hartnell Community College. Tutors / Mentors from the Epicenter assisted students taking concurrent enrollment courses at Hartnell to manage their schedule, complete assignments, develop papers / projects, and study for exams.	Amount	\$8,000.00	Amount	\$8,000.00
		Source	Supp. / Conc.	Source	Supp. / Conc.
		Reference	5000-5999	Reference	1000-1999
		Total	\$8,000.00	Amount	\$2,800.00
				Source	Supp. / Conc.
				Reference	3000-3999
				Amount	\$1,500.00
				Source	Supp. / Conc.
				Reference	5000-5999
				Total	\$12,300.00

Action 5 Planned	Actual	Budgeted Expenditures		Estimated Actual Expenditures	
Monitor and assist in completion of expulsion requirements for student enrolled as a result of expulsion from their districts.	The Alternative Education Student Education Liaison identified and flagged all expelled students upon intake. The Principal and Student Education Liaison worked with each student to develop a transition plan back to their district of residence. When expulsion requirements were met students were given the option to remain enrolled with Alternative Programs or return to their district of residence. Teachers and parents were included in the planning and decision making process.	Amount	\$5,000.00	Amount	\$5,000.00
		Source	Included in Base	Source	LCFF
		Reference	1000-1999	Reference	1000-1999
		Total	\$5,000.00	Total	\$5,000.00

Analysis

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

Overall actions implemented for this goal were complete and appropriate. Alternative Education implemented 100% of all of the actions related to this goal.

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

Overall the actions implemented for this goal were very effective thus resulting in meeting the goal. Through pre and post surveys we learned that students had a greater understanding and appreciation for college and their ability to attend. Several foster, homeless, expelled, and juvenile justice youth have taken college classes this year and are graduating with a high school diploma through Alternative Education.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The difference in this budget mostly pertains to the Epicenter and contracted work we budgeted for. With decreased student enrollments and budget reductions we were not able to fund supplemental activities like college tours and tutoring as planned. Compulsory activities became the focus and partner agencies found ways to still provide the service to Alternative Education students.

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.

Transportation continues to be an issue for foster, homeless, juvenile justice, and expelled youth. It is Alternative Education's goal to procure funding to resolve this issue. Additionally, Alternative Education will develop further collaboration with the Epicenter to make digital tutoring available to all foster, homeless, juvenile justice, and expelled youth at all times in all core content areas.

Goal 4

Increase the LEA monthly student attendance rate to 92% by utilizing efficient support systems and engaging academic instruction.

State/Local Priorities

State: 5, 6, 7, 8

Local: None

Annual Measurable Outcomes

Expected

Monthly Attendance Rate - 86.00

Actual

Monthly Attendance Rate - 86.00

Actions/Services**Action 1****Planned**

Sustain attendance monitoring through monthly implementation of the Truancy Protocol and truancy letters.

Actual

For the period August 2018 through April 2019, Alternative Education sent truancy letters to the parents/guardians of students who were accruing unexcused absences or tardies. Truancy letter 1 (3 unexcused absences or tardies) was sent to the parents/guardians of 101 students. Truancy letter 2 (1 additional unexcused absence or tardy) was sent to the parents/guardians of 83 students requiring attendance at the Attendance/Truancy workshop. Truancy letter 3 (1 additional unexcused absence or tardy) was sent to the parents/guardians of 56 students.

Budgeted Expenditures

Amount	\$5,000.00
Source	Included in Base
Reference	5000-5999
Total	\$5,000.00

Estimated Actual Expenditures

Amount	\$5,000.00
Source	LCFF
Reference	1000-1999
Total	\$5,000.00

Action 2**Planned**

Increase Parent and Guardian communication and outreach through "Good News" post cards, home visitation, personal and automated text and phone messages, and emails through Blackboard.

Actual

Alternative Education accomplished parent and guardian communication and outreach through home visits done by the principal for students who had excessive, consecutive days of unexcused absences. At the parent/teacher/student conferences (held in the fall 2018 and spring 2019) all student attendance reports were shared and reviewed with parents/guardians to identify and recognize students with positive attendance and students who need to improve attendance. Perfect attendance and attendance improvement is recognized at end-of-semester student award ceremonies. The contracted, automated communication system (Blackboard) was not implemented due to lack of system compatibility with PowerSchool, Alternative Education's student information system.

Budgeted Expenditures

Amount	\$2,500.00
Source	Supp. / Conc.
Reference	4000-4999
Total	\$2,500.00

Estimated Actual Expenditures

Amount	\$2,500.00
Source	Supp. / Conc.
Reference	4000-4999
Total	\$2,500.00

Action 3**Planned**

Improve outreach education for students, parents and guardians on the impact of positive attendance through parent/student communication and meetings.

Actual

Alternative Education provided attendance and truancy education outreach for students, parents and guardians through the facilitation and delivery of the mandatory Attendance Workshops. Parents/guardians and students were required to attend these workshops if the student had 4 or more unexcused absences or tardies. 40% of the parents/guardians and students required, attended. These workshops were held once a month from August 2018 through April 2019, with the exception of the month of December 2018.

Budgeted Expenditures

Amount	\$5,000.00
Source	Supp. / Conc.
Reference	4000-4999
Total	\$5,000.00

Estimated Actual Expenditures

Amount	\$5,000.00
Source	Supp. / Conc.
Reference	4000-4999
Total	\$5,000.00

Action 4**Planned**

Improve attendance by providing individualize incentives to all students, with positive attendance, access to work permits and/or work study, concurrent enrollment/dual enrollment and post-secondary community college courses.

Actual

Alternative Education administration reviewed all student requests for work permits, The requesting student's attendance was reviewed by the principal for compliance with the 'positive attendance' guidelines prior to approval for the work permit being granted, \ other individualized incentives and

Budgeted Expenditures

Amount	\$100,000.00
Source	Included in Base
Reference	5000-5999
Amount	\$4,000.00

Estimated Actual Expenditures

Amount	\$100,000.00
Source	LCFF
Reference	5000-5999
Amount	\$12,500.00

Source Reference	Supp. / Conc. 5000-5999	Source Reference	Supp. / Conc. 5000-5999
Amount	\$30,000.00	Amount	\$0.00
Source Reference	Supplemental 5000-5999	Source Reference	Supplemental 5000-5999
Total	\$134,000.00	Total	\$112,500.00

Analysis

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

Alternative Education accomplished the overall implementation of the action/services to achieve this goal through the weekly monitoring of student attendance the parent/guardian notification of 3 or more unexcused absences, and the mandatory Attendance/Truancy workshops. The principal also did home visits, when requested by site staff, for students who were experiencing consecutive days of unexcused absences. The principal monitored and approved all work permits based on positive student attendance. Student attendance was also reviewed with parents/guardians at the conferences held in the fall and spring semesters. At these conferences, students were acknowledged for their positive attendance. If student attendance needed improvement, this was discussed and a plan for positive attendance was implemented.

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

While Alternative Education did not meet the goal of 92% attendance, we did maintain the same positive attendance at 86%, as the 2017-18 prior school year. We attribute this to continuously working our tiered truancy and chronic absenteeism prevention and intervention strategies with frequent and persistent communication with students, parents and guardians through truancy letters, telephone calls, meetings, workshops and home visits. Positive attendance results were noted after sending truancy letter 1 where 18% of the identified students resolved their attendance issues. After sending truancy letter 2, 33% of the identified students resolved their attendance issues.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There was no difference between budgeted expenditures and actual expenditures.

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.

Due to budget cuts and staff reductions in the 2017-18 school year, Alternative Education anticipated that this goal would be heavily impacted for the 2018-19 school year. In the previous school year, the two school social workers facilitated the truancy and attendance workshops bi-monthly and implemented the attendance intervention plans for those students struggling with their attendance. For the 2018-19 school year, the principal facilitated the truancy and attendance workshops on a monthly basis but individual student attendance intervention plans were developed only on a 'as needed' basis by site staff. We also continued to send truancy letters to all students who had attendance issues. Student and parent communication regarding attendance was facilitated by the staff at the school sites, the school principal and probation.

Goal 5

Increase student access to college and career readiness services and career technical education (CTE) programming to provide successful transitions as students move from high school to postsecondary education and/or training.

State/Local Priorities

State: 4, 8
Local: None

Annual Measurable Outcomes

Expected	Actual
Student participation in college and cte courses. - 40%	Student participation in college and cte courses. - 52.1%
Student Completion Rate in college and cte courses. - 60%	Student Completion Rate in college and cte courses. - 92.3%

Actions/Services

Action 1 Planned	Actual	Budgeted	Estimated Actual
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		Expenditures		Expenditures	
Increase participation in dual enrollment and concurrent enrollment for 11th and 12th grade students by 10%.	Alternative Education increased participation of Dual and Concurrent Enrollment by 14.2%, exceeding the 10% planned.	Amount	\$5,000.00	Amount	\$5,000.00
		Source	Supp. / Conc.	Source	Supp. / Conc.
		Reference	5000-5999	Reference	5000-5999
		Total	\$5,000.00	Total	\$5,000.00
Action 2 Planned	Actual	Budgeted Expenditures		Estimated Actual Expenditures	
Complete Link Learning Pathway Design Program for the Transportation Pathway (SAFE) and the Digital Arts/IT Pathway (iTAP).	Alternative Education staff completed 75% of Link Learning Pathway Design Program rubric for the Transportation Pathway (SAFE) and completed 90% for the Digital Arts/IT Pathway (iTAP). Three of the four scheduled quarterly meetings to complete the rubric and pathway objectives, with "Engaged Learning" as our main area of focus, were conducted. Course sequencing for both SAFE and iTAP was accomplished. SAFE staff completed professional development in aviation secondary curricula.	Amount	\$6,000.00	Amount	\$6,000.00
		Source	Included in Base	Source	LCFF
		Reference	1000-1999	Reference	1000-1999
		Total	\$6,000.00	Total	\$6,000.00
Action 3 Planned	Actual	Budgeted Expenditures		Estimated Actual Expenditures	
Increase CTE course sequence completion, using OdysseyWare coursework and capstone courses, by 10%.	Alternative Education increased Career Technical Education (CTE) course sequence completion through both OdysseyWare and the Capstone courses. iTAP increased CTE course sequence completion through OdysseyWare and Capstone course by more than 11% and SAFE increased CTE course sequence completion by more than 8%.	Amount	\$5,000.00	Amount	\$5,000.00
		Source	Supp. / Conc.	Source	Supp. / Conc.
		Reference	5000-5999	Reference	5000-5999
		Total	\$5,000.00	Total	\$5,000.00
Action 4 Planned	Actual	Budgeted Expenditures		Estimated Actual Expenditures	
Increase student completion rates of Virtual Job Shadow College and Career Readiness coursework by 15%.	Alternative Education student's completion rates of Virtual Job Shadow College and Career Readiness coursework increased by more than 18%.	Amount	\$5,000.00	Amount	\$5,000.00
		Source	Supp. / Conc.	Source	Supp. / Conc.
		Reference	5000-5999	Reference	5000-5999
		Total	\$5,000.00	Total	\$5,000.00
Action 5 Planned	Actual	Budgeted Expenditures		Estimated Actual Expenditures	
Implement and pilot Online, Career and Technical Education Curriculum (ICEV) at one school site.	Alternative Education implemented online Career and Technical Education Curriculum (ICEV) at the Youth Center. During the summer programs at the Youth Center, 92% of the students, who participated, completed the program and received a recognized industry certification.	Amount	\$2,500.00	Amount	\$2,500.00
		Source	Supp. / Conc.	Source	Supp. / Conc.
		Reference	5000-5999	Reference	1000-1999
		Total	\$2,500.00	Total	\$2,500.00
Action 6 Planned	Actual	Budgeted Expenditures		Estimated Actual Expenditures	
Increase student participation in experiential learning opportunities, including work study programs, internships, field trips, and hands-on workshops, by 10%	Alternative Education student participation rates decreased in the areas of work study programs, internships, college and work related field trips, and hands-on workshops, due to shortages in substitute staff and budget constraints.	Amount	\$5,000.00	Amount	\$2,500.00
		Source	Supp. / Conc.	Source	Supp. / Conc.
		Reference	5000-5999	Reference	5000-5999
		Total	\$5,000.00	Total	\$2,500.00

Analysis

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

Alternative Education student transitions to College and Career programs from both iTAP and SAFE continued to improve, as more than eight graduates went on to enroll in college or a career training program or completed military services training. Five staff members completed professional development for CTE Pathways, SAFE and iTAP. This included course sequencing and mapping, curriculum development and streamlining college and career transition activities. The main area of improvement was curriculum alignment with CTE post-secondary programs.

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

Alternative Education's overall effectiveness of the LCAP Goal 5 is realized as we continually engage students more fully in the education process by motivating and informing students of the college and career opportunities available to them in our all programs.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Due to decreased funding and student enrollments, Alternative Education reduced focus on internships, work study, and experiential learning opportunities.

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.

Alternative Education is improving access to college and career readiness services and career technical education (CTE) programming through successful transitions of students to postsecondary education and/or training. However, staffing and budget constraints have required certain activities to be scaled back, such as: the number of college tours, tutoring and mentoring services and work-study opportunities. Alternative Education has collaborated with community partners to leverage private funds and competitive grants to continue to improve student support for college and career transitions.

Goal 6

The Monterey County Office of Education, Foster Youth Services Coordinating Program will provide local school districts more opportunity for professional development with a 3% increase for districts who have foster youth enrolled in their schools, and an increase in county-wide collaboration with Child Welfare.

State/Local Priorities

State: 9
Local: None

Annual Measurable Outcomes

Expected	Actual
Participation of Districts who have foster students enrolled in their schools - 74%	Participation of Districts who have foster students enrolled in their schools - 79%
Education Stability: Consultations pertaining to school placement and best-interest determination - 30	Education Stability: Consultations pertaining to school placement and best-interest determination - 42
County-Wide Foster Youth Attendance: Reduce Chronic Absenteeism Rate - 19.5	County-Wide Foster Youth Attendance: Reduce Chronic Absenteeism Rate - 25.9%
County-Wide Foster Youth Graduation Rate - 90%	County-Wide Foster Youth Graduation Rate - 75%

Actions/Services

Action 1 Planned	Actual	Budgeted Expenditures	Estimated Actual Expenditures
Continue to fund a program coordinator, who will continue to work with school districts and the child welfare agency to implement transportation to school of origin protocols.	The actuals listed for district participation rate are as of 3/31/19. The Foster Youth Services Coordinating Program expects this to increase in June 2019, after the Foster & Homeless Education Summit scheduled June 12, 2019.	Amount \$87,138.00 Source CDE FYSCP Grant Reference 2000-2999	Amount \$89,316.00 Source CDE FYSCP Grant Reference 2000-2999
The program coordinator will continue to work with districts to provide technical assistance in the implementation of their LCAPs.	The actuals for educational stability consultations are as of 3/31/19 and are expected to increase before the end of the school year.	Amount \$41,000.00 Source CDE FYSCP Grant Reference 3000-3999	Amount \$41,500.00 Source CDE FYSCP Grant Reference 3000-3999

The program coordinator will provide professional development to school staff on such topics as: legislative mandates, transitions, utilization of the Foster Youth Education Toolkit, and Trauma Informed Schools.

The program coordinator will continue to partner with local agencies and organizations to provide enrichment and supplemental educational service programs. School districts are also able to refer their students to the enrichment opportunities provided by the FYSCP such as college & career readiness activities.

A student data analyst will provide district support services by accurately and efficiently identifying students in their schools so each student can receive corresponding services as identified in the district LCAP goal for foster students.

The chronic absenteeism rate listed in actuals is from the 2017-18 school year. Data for the 2018-19 school year is not yet available.

The graduation rate is as of 3/31/19 and is expected to increase by the end of the school year.

Action 1 Actual: The Foster Youth Services Coordinating Program continued to fund a program coordinator as planned.

Action 1 Actual: The Foster Youth Services Coordinating Program continued to fund a student data analyst, who completed the work, as planned.

Amount	\$6,800.00	Amount	\$5,000.00
Source	CDE FYSCP Grant	Source	CDE FYSCP Grant
Reference	4000-4999	Reference	4000-4999
Amount	\$36,000.00	Amount	\$35,000.00
Source	CDE FYSCP Grant	Source	CDE FYSCP Grant
Reference	5000-5999	Reference	5000-5999
Amount	\$74,728.00	Amount	\$76,596.00
Source	Title IV-E	Source	Title IV-E
Reference	2000-2999	Reference	2000-2999
Amount	\$44,500.00	Amount	\$45,000.00
Source	Title IV-E	Source	Title IV-E
Reference	3000-3999	Reference	3000-3999
Total	\$290,166.00	Total	\$292,412.00

Action 2 Planned

Actual

Budgeted Expenditures

Estimated Actual Expenditures

Continue to fund, through the Foster Youth Grant, an assistant manager whose primary focus is maintaining school stability for students experiencing a placement change. When a school change is imminent, the assistant manager provides transition assistance to ensure there is no delay in enrollment and facilitates the timely transfer of records as per AB 490.

The Foster Youth Services Coordinating Program continued to fund an assistant manager as outlined in Action 2. The assistant manager completed all actions as planned.

Amount	\$78,800.00	Amount	\$80,770.00
Source	CDE FYSCP Grant	Source	CDE FYSCP Grant
Reference	2000-2999	Reference	2000-2999
Amount	\$35,000.00	Amount	\$35,500.00
Source	CDE FYSCP Grant	Source	CDE FYSCP Grant
Reference	3000-3999	Reference	3000-3999
Total	\$113,800.00	Total	\$116,270.00

Analysis

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

The Foster Youth Services Coordinating Program continues to provide professional development both at the invitation of districts and through professional development workshops offered countywide. This year the Foster Youth Services Coordinating Program added a Human Trafficking Summit to raise awareness, as foster students are at increased risk of becoming trafficked. Additionally, the Foster Youth Services Coordinating Program Coordinator is on the School Transformation Leadership Team. This Team leads the Positive Behavior and Interventions and Supports (PBIS) program, coordinated by the Monterey County Office of Education. This has provided numerous opportunities for the Foster Youth Services Coordinating Program Coordinator to provide professional development to school staff. It is worthy to note that the number of staff trained for the 2017-18 school year was 396 compared to 454 as of 3/31/19 for the 2018-19 school year, which is a 14.6% increase with a whole quarter remaining in the school year.

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

As previously stated, It is worthy to note that the number of staff trained for the 2017-18 school year was 396 compared to 454 as of 3/31/19 for the 2018-19 school year, which is a 14.6% increase with a whole quarter remaining in the school year. The impact of this training will not be realized immediately. Rather, we will be able to understand the impact of this training on the students as we continue to work with and support them over the next few years.

The number of education stability consultations has exceeded our goal with a quarter of the year remaining. This is due to increased invitations to the Foster Youth Services Coordinating Program to provide technical support and direction to partner agencies, resulting in more students being able to remain in their school of origin when a home placement has changed.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There are no material differences between budgeted expenditures and estimated actual expenditures at this point in 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.

No changes to these goals have been made. However further analysis of this year's progress can be better evaluated when data from the 2018-19 school year is released in fall of 2019.

Involvement Process for Annual Update

How, when, and with whom did the LEA consult as part of the planning process and analysis for this Annual Update?

The LCAP serves as the district's annual work plan. The LCAP is available to the public at the Monterey County Office of Education website (www.montereycoe.org). Administrative staff report regularly to the Board of Education and the public on the progress of the LCAP goals and actions. During the 2018-19 school year, two informational reports were presented to the Board of Education. The following LCAP informational meetings were held with both staff and stakeholders:

- 8/29/18 - School Site Council / DELAC meeting
- 1/16/2019 - School Site Council / DELAC meeting
- 3/4-3/29/19 - Conducted student, parent/guardian, staff and stakeholder surveys
- 3/19/19 - School Site Council / DELAC meeting
- 3/21/19 - LCAP Stakeholder input meeting including students, parents/guardians, partners, staff, and CTA and CSEA union representatives
- 3/22/2019 - Joint Agency Council meeting
- 3/27/2019 - Staff LCAP Input meeting
- 4/11/2019 - LCAP review and consultation with SELPA Director
- 5/8/2019 - LCAP presentation to County Board of Education
- 5/16/19 - LCAP draft review Stakeholder meeting
- 5/22/19 - LCAP School Site Council meeting to review and approve goals and actions
- 5/29/19 - present draft LCAP to County Board of Education
- 6/26/19 - Review and adoption of LCAP by County Board of Education

Feedback on the LCAP was received and noted during all of these meetings along with input resulting from informal conversations with administrators, teachers, parents and students. Formal written feedback was provided via an online surveys sent to all staff, students, parents and guardians, community partners and stakeholders during the month of March 2019.

Impact on Annual Update

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

The development of the actions and services for the 2019-20 LCAP are the result of the continuous review and regular observation of programs and strategies at all Alternative Education Program sites, interactions with administrators, teachers, paraprofessionals, support staff, parents, students, and community partners, as well as continuous review and monitoring of student achievement metrics: NWEA, positive attendance, graduation success rates, college readiness transitions and college placement. Formal written feedback via the online surveys completed by education staff, students, parents/guardians and community partners are considered in the development and refinement of programs and services to best fit student needs going forward.

The results of the student surveys for Salinas Community School, the students provided the highest ratings on Academic Rigor and Relationships, followed by Engagement and College and Career Readiness. The lowest rated topic was Belonging and Peer Collaboration. The results of the Wellington Smith School student surveys mirrored the Salinas Community School surveys. Survey results from the parents/guardians showed favorable feedback in all areas: Culture, Engagement, School Safety, Relationships, Resources and Communication and Feedback. On a relative basis, parents/guardians agreed strongly with the following statements:

- I would recommend this school to parents seeking a school for their child.
- My child is getting a high quality education at this school.

Based on survey results and student, parent/guardian, staff and stakeholders feedback at LCAP meetings, we will continue to clearly and concisely align our LCAP goals and actions and state priorities. This will include minimal revisions to our outlined actions for the 2019-20 school year.

Goals, Actions, and Services

Strategic Planning Details and Accountability

Status: Unchanged

Goal 1

By March 2020, students (continuously enrolled for more than 90 days in Alternative Education programs) with valid Fall and Winter NWEA assessments, will meet the NWEA individually projected Fall to Winter Growth on individual Reading Comprehension and Language Usage RIT scores as indicated by the NWEA test data.

State/Local Priorities

State: 1, 2, 4, 7, 8

Local: None

Identified Need

To achieve success, students need literacy instruction that offers common core standards-aligned materials, in a wide range of courses delivered with appropriate instructional strategies by highly qualified teachers and support staff within appropriate facilities.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	2017-18	2018-19	2019-20
NWEA MAPS READING: Percent of Students with Significant Continuous Participation, continuously enrolled for more than 90 days, with valid scores who achieve their targeted projected growth using NWEA Fall to Winter score comparison for Maps Reading.	48% met target	50%	53%	56%
NWEA MAPS LANGUAGE: Percent of Students with Significant Continuous Participation, continuously enrolled for more than 90 days, with valid scores who achieve their targeted projected growth using NWEA Fall to Winter score comparison for Maps Language.	58% met target	50%	53%	56%
EL Students in English courses throughout Alternative Programs will participate in either Character Based Literature (CBL) or OdysseyWare for English Language Arts instruction. Both curriculum are aligned with Common Core State Standards and English Language Development standards facilitating access to these standards across all settings and English courses.	New Metric 2019-20	no measurement	no measurement	100%

Planned Actions / Services

Action 1

This Action is included as contributing to meeting the Increased or Improved Services Requirement.

Students to be Served	Scope of Services	Locations
English Learners, Foster Youth, Low Income	Schoolwide	<i>Specific School(s):</i> Salinas Community, Wellington Smith

Actions / Services

2017-18	Unchanged 2018-19	Modified 2019-20	Modified
Students will participate in individualized goal setting with instructional staff at least twice a year focused on the NWEA growth worksheet and the student literacy learning map portfolio. Alternative Education will improve services for English Language Learners through the differentiated learning map process.	Students will participate in individualized goal setting with instructional staff at least three times a year focused on the NWEA growth worksheet and the student literacy portfolio. Alternative Education will improve services for English Language Learners through the differentiated learning map process.	Students will participate in individualized goal setting with instructional staff at least three times a year focused on the NWEA growth worksheet and the student literacy portfolio. The first goal setting will happen at intake, the second and third during planned Fall and Spring student conference weeks.	

Budgeted Expenditures

2017-18		2018-19		2019-20	
Amount	\$20,000.00	Amount	\$20,000.00	Amount	\$50,000.00
Source	Supp. / Conc.	Source	Supp. / Conc.	Source	Supp. / Conc.
Reference	5000-5999	Reference	5000-5999	Reference	1000-1999
Total	\$20,000.00	Total	\$20,000.00	Amount	\$17,500.00
				Source	Supp. / Conc.
				Reference	3000-3999
				Amount	\$12,000.00
				Source	Supp. / Conc.
				Reference	5000-5999
				Amount	\$20,000.00
				Source	Title I
				Reference	2000-2999
				Amount	\$7,000.00
				Source	Title I
				Reference	3000-3999
				Total	\$106,500.00

Action 2

This Action is included as contributing to meeting the Increased or Improved Services Requirement.

Students to be Served	Scope of Services	Locations
English Learners, Foster Youth, Low Income	Schoolwide	<i>Specific School(s):</i> Salinas Community, Wellington Smith

Actions / Services

2017-18	Unchanged	2018-19	Modified	2019-20	Modified
Instructional peers and school administration will observe evidence of explicit cross-curricular vocabulary instruction in all classroom environments through quarterly instructional walk-throughs. Funds will be used for substitute staff coverage.		Instructional peers and school administration will observe evidence of explicit cross-curricular vocabulary instruction in all classroom environments by participating in instructional walk-throughs once during each school term. Instructional peers and school administration will develop a rubric for the walk-throughs. Funds will be used for substitute staff coverage.		Instructional staff and school administration will observe and monitor for evidence of explicit cross-curricular vocabulary instruction in all classroom environments by participating in classroom walk-throughs, review of lesson plans, classroom environments and/or instructional team meetings at least once during each school term.	

Budgeted Expenditures

2017-18		2018-19		2019-20	
Amount	\$5,000.00	Amount	\$5,000.00	Amount	\$20,000.00
Source	Supplemental	Source	Supplemental	Source	Supp. / Conc.
Reference	1000-1999	Reference	1000-1999	Reference	1000-1999
Total	\$5,000.00	Total	\$5,000.00	Amount	\$7,000.00
				Source	Supp. / Conc.
				Reference	3000-3999
				Total	\$27,000.00

Action 3

This Action is included as contributing to meeting the Increased or Improved Services Requirement.

Students to be Served	Scope of Services	Locations
English Learners	Schoolwide	<i>Specific School(s):</i> Salinas Community, Wellington Smith

Actions / Services	Unchanged	2018-19	Unchanged	2019-20	Modified
Instructional staff will be given the opportunity to participate in professional learning opportunities focused on language use and differentiation to include SDAIE (Specially designed academic instruction in English) and UDL (Universal Design for Learning).		Instructional staff will be given the opportunity to participate in professional learning opportunities focused on language use and differentiation to include SDAIE (Specially designed academic instruction in English) and UDL (Universal Design for Learning).		Instructional staff will participate in ongoing professional learning opportunities focused on language use and differentiation to include SDAIE (Specially designed academic instruction in English) and UDL (Universal Design for Learning) with a focus on English Language Arts/English Language Development Framework for California Public Schools.	

Budgeted Expenditures		2018-19	2019-20
2017-18			
Amount	\$10,000.00	Amount	\$10,000.00
Source	Grant	Source	Supplemental
Reference	5000-5999	Reference	5000-5999
Total	\$10,000.00	Total	\$10,000.00
			Amount
			\$75,000.00
			Source
			Supp. / Conc.
			Reference
			1000-1999
			Amount
			\$26,250.00
			Source
			Supp. / Conc.
			Reference
			3000-3999
			Amount
			\$10,000.00
			Source
			Supplemental
			Reference
			5000-5999
			Total
			\$111,250.00

Action 4

This Action is NOT included as contributing to meeting the Increased or Improved Services Requirement.

Students to be Served	Locations
All	<i>Specific School(s):</i> Wellington Smith School, Salinas Community School

Actions / Services	Unchanged	2018-19	Unchanged	2019-20	Modified
Students performing below grade level in English Language Arts will receive supplemental instruction in language and reading development.		Students performing below grade level in English Language Arts will receive supplemental instruction in language and reading development.		Students performing below the instructional range of Alternative Education program students in English Language Arts as determined by classroom performance and NWEA will receive supplemental instruction in language and reading development.	

Budgeted Expenditures		2018-19	2019-20
2017-18			
Amount	\$14,000.00	Amount	\$14,000.00
Source	Title I	Source	Title I
Reference	5000-5999	Reference	5000-5999
Total	\$14,000.00	Total	\$14,000.00
			Amount
			\$20,000.00
			Source
			Supp. / Conc.
			Reference
			2000-2999
			Amount
			\$50,000.00

Source Reference	Supp. / Conc. 2000-2999
Amount	\$24,500.00
Source Reference	Supp. / Conc. 3000-3999
Amount	\$14,000.00
Source Reference	Title I 5000-5999
Total	\$108,500.00

Action 5

This Action is included as contributing to meeting the Increased or Improved Services Requirement.

Students to be Served	Scope of Services	Locations
English Learners, Foster Youth, Low Income	Schoolwide	All Schools

Actions / Services

2017-18	Unchanged	2018-19	Modified	2019-20	Modified
Engage in literacy instruction through the use of Character Based Literacy (CBL) integrated instruction design in all court school programs.		Increase literacy instruction through the use of Character Based Literacy (CBL) integrated instruction design in court <i>and community-based</i> programs.		Sustain implementation of literacy instruction through the use of Character Based Literacy (CBL) integrated instruction design in all site programs in court, community-based, <i>and contract learning</i> programs.	

Budgeted Expenditures

2017-18		2018-19		2019-20	
Amount	\$4,000.00	Amount	\$4,000.00	Amount	\$15,000.00
Source Reference	Supplemental 4000-4999	Source Reference	Supplemental 4000-4999	Source Reference	Supp. / Conc. 1000-1999
Total	\$4,000.00	Total	\$4,000.00	Amount	\$5,250.00
				Source Reference	Supp. / Conc. 3000-3999
				Amount	\$3,500.00
				Source Reference	Supp. / Conc. 5000-5999
				Amount	\$6,000.00
				Source Reference	Supplemental 4000-4999
				Total	\$29,750.00

Action 6

This Action is included as contributing to meeting the Increased or Improved Services Requirement.

Students to be Served	Scope of Services	Locations
English Learners, Foster Youth, Low Income	Schoolwide	<i>Specific School(s):</i> Salinas Community, Wellington Smith

Actions / Services

2017-18	Unchanged	2018-19	Unchanged	2019-20	Unchanged
Continue to build the reading library and sustain the infusion of new non-fiction and fiction reading materials that are high interest for students reading below grade level.		Continue to build the reading library and sustain the infusion of new non-fiction and fiction reading materials that are high interest for students reading below grade level.		Continue to build the reading library and sustain the infusion of new non-fiction and fiction reading materials that are high interest for students reading below grade level.	

Budgeted Expenditures

2017-18		2018-19		2019-20	
Amount	\$12,000.00	Amount	\$8,000.00	Amount	\$6,000.00
Source	Supp. / Conc.	Source	Supp. / Conc.	Source	Supp. / Conc.
Reference	4000-4999	Reference	4000-4999	Reference	4000-4999
Total	\$12,000.00	Total	\$8,000.00	Total	\$6,000.00

Status: Unchanged

Goal 2

By June 2020, increase student participation rate by 15% in health and wellness enrichment programs focused on cultural diversity, nutrition, and social-emotional trauma.

State/Local Priorities

State: 2, 5, 6, 7, 8

Local: None

Identified Need

Health-risk behaviors such as early sexual initiation, violence, and substance use are consistently linked to poor grades and test scores and lower educational attainment. This recognition of the close relationship between health and education, as well as the need to foster health and well-being within the education environment for all students, should increase academic success and overall well-being.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	2017-18	2018-19	2019-20
Health and Wellness Course Completion Rate	78.00	85.00	90.00	93.00
Student access to health and wellness programs	30.00	60.00	80.00	100.00
Student participation rate in experiential learning through Outdoor Education across department	32.00	50.00	60.00	75.00

Planned Actions / Services

Action 1

This Action is included as contributing to meeting the Increased or Improved Services Requirement.

Students to be Served	Scope of Services	Locations
English Learners, Foster Youth, Low Income	Schoolwide	<i>Specific School(s):</i> Salinas Community, Wellington Smith

Actions / Services

2017-18	Unchanged	2018-19	Unchanged	2019-20	Modified
Equitable access to Global Majority 14-week cultural diversity and conflict mediation program for 80% of student population		Equitable access to Global Majority 14-week cultural diversity and conflict mediation program for 80% of student population		Equitable access to a 14-week cultural diversity and conflict mediation program for 80% - 100% of student population	

throughout the 2017-18 school year.

throughout the 2018-19 school year.

throughout the 2019-20 school year.

Budgeted Expenditures

2017-18		2018-19		2019-20	
Amount	\$25,000.00	Amount	\$25,000.00	Amount	\$25,000.00
Source	Supp. / Conc.	Source	Supp. / Conc.	Source	Supp. / Conc.
Reference	5000-5999	Reference	5000-5999	Reference	5000-5999
Total	\$25,000.00	Total	\$25,000.00	Total	\$25,000.00

Action 2

This Action is included as contributing to meeting the Increased or Improved Services Requirement.

Students to be Served	Scope of Services	Locations
English Learners, Foster Youth	Schoolwide	All Schools

Actions / Services

2017-18	New	2018-19	Modified	2019-20	Modified
Design and Implement a teacher-led Ethnic Studies course available to 80% of students for the 2017-18 school year.		Implement a teacher-led Ethnic Studies course available to 30% of students for the 2018-19 school year.		Implement a teacher-led Ethnic Studies course for 50% of students for the 2019-20 school year.	

Budgeted Expenditures

2017-18		2018-19		2019-20	
Amount	\$10,000.00	Amount	\$5,000.00	Amount	\$20,000.00
Source	Grant	Source	Supp. / Conc.	Source	Supp. / Conc.
Reference	5000-5999	Reference	5000-5999	Reference	1000-1999
Amount	\$10,000.00	Amount	\$5,000.00	Amount	\$7,000.00
Source	Title I	Source	Title I	Source	Supp. / Conc.
Reference	1000-1999	Reference	1000-1999	Reference	3000-3999
Total	\$20,000.00	Total	\$10,000.00	Amount	\$5,000.00
				Source	Title I
				Reference	1000-1999
				Amount	\$1,750.00
				Source	Title I
				Reference	3000-3999
				Total	\$33,750.00

Action 3

This Action is included as contributing to meeting the Increased or Improved Services Requirement.

Students to be Served	Scope of Services	Locations
English Learners, Foster Youth, Low Income	Schoolwide	<i>Specific School(s):</i> Salinas Community, Wellington Smith

Actions / Services

2017-18	New	2018-19	Unchanged	2019-20	Unchanged

Provide equitable access to therapeutic outdoor education courses and outdoor experiential learning opportunities equitably across all school programs within the district through teacher-led initiatives and partnerships with Ventana Wildlife Society and other local outdoor education non-profits.

Provide equitable access to therapeutic outdoor education courses and outdoor experiential learning opportunities equitably across all school programs within the district through teacher-led initiatives and partnerships with Ventana Wildlife Society and other local outdoor education non-profits.

Provide equitable access to therapeutic outdoor education courses and outdoor experiential learning opportunities equitably across all school programs within the district through teacher-led initiatives and partnerships with Ventana Wildlife Society and other local outdoor education non-profits.

Budgeted Expenditures

2017-18		2018-19		2019-20	
Amount	\$5,000.00	Amount	\$5,000.00	Amount	\$20,000.00
Source	Grant	Source	Included in Base	Source	LCFF
Reference	5000-5999	Reference	5000-5999	Reference	1000-1999
Amount	\$5,000.00	Amount	\$5,000.00	Amount	\$7,000.00
Source	Supp. / Conc.	Source	Supp. / Conc.	Source	LCFF
Reference	1000-1999	Reference	1000-1999	Reference	3000-3999
Total	\$10,000.00	Total	\$10,000.00	Amount	\$5,000.00
				Source	Supp. / Conc.
				Reference	5000-5999
				Total	\$32,000.00

Action 4

This Action is included as contributing to meeting the Increased or Improved Services Requirement.

Students to be Served	Scope of Services	Locations
English Learners, Foster Youth, Low Income	Schoolwide	<i>Specific School(s):</i> Salinas Community

Actions / Services

2017-18	New	2018-19	Modified	2019-20	Modified
Increase equitable food & nutrition access to 75% of community school students to include breakfast, lunch, and snack through the National Lunch Food Program, local food-banks, and food-industry partners.		Increase equitable food & nutrition access to 85% of community school students to include breakfast, lunch, and snack through the National Lunch Food Program, local food-banks, and food-industry partners.		Increase equitable food & nutrition access to 100% of community school students to include lunch and snacks through the National Lunch Food Program, local food-banks, and food-industry partners. Research Improving the quality of the food by providing culturally diverse, warm food.	

Budgeted Expenditures

2017-18		2018-19		2019-20	
Amount	\$30,000.00	Amount	\$40,000.00	Amount	\$40,000.00
Source	Supp. / Conc.	Source	Supp. / Conc.	Source	LCFF
Reference	5000-5999	Reference	5000-5999	Reference	2000-2999
Total	\$30,000.00	Total	\$40,000.00	Amount	\$14,000.00
				Source	LCFF
				Reference	3000-3999
				Amount	\$50,000.00
				Source	Supplemental
				Reference	5000-5999
				Total	\$104,000.00

Action 5

This Action is included as contributing to meeting the Increased or Improved Services Requirement.

Students to be Served		Scope of Services		Locations	
English Learners, Foster Youth, Low Income		Schoolwide		<i>Specific School(s):</i> Salinas Community, Wellington Smith	
Actions / Services					
2017-18	Unchanged	2018-19	Modified	2019-20	Modified
Teacher led design of Health and Nutrition course to be implemented by January 1, 2018 to 50% of all students, with 100% of court school students as a sub-group; to include but not limited to: drug/alcohol use, equity and diversity, suicide prevention, HIV awareness, digital citizenship, cyber-bullying, post-traumatic stress, anxiety and related health issues.		Teacher led design of Health and Nutrition course to be implemented by January 1, 2019 to 50% of all students, with 100% of court school students as a sub-group; to include but not limited to: drug/alcohol use, equity and diversity, suicide prevention, HIV awareness, digital citizenship, cyber-bullying, post-traumatic stress, anxiety and related health issues.		Teacher led design of Health and Nutrition course to be implemented by January 1, 2020 to 100% of all students, with 100% of court school students as a sub-group; to include but not limited to: drug/alcohol use, equity and diversity, suicide prevention, HIV awareness, digital citizenship, cyber-bullying, post-traumatic stress, anxiety and related health issues.	
Budgeted Expenditures					
2017-18		2018-19		2019-20	
Amount	\$25,000.00	Amount	\$15,000.00	Amount	\$60,000.00
Source	Grant	Source	Supp. / Conc.	Source	Supp. / Conc.
Reference	5000-5999	Reference	5000-5999	Reference	1000-1999
Amount	\$5,000.00	Total	\$15,000.00	Amount	\$21,000.00
Source	Supp. / Conc.			Source	Supp. / Conc.
Reference	5000-5999			Reference	3000-3999
Total	\$30,000.00			Amount	\$15,000.00
				Source	Supp. / Conc.
				Reference	5000-5999
				Total	\$96,000.00

Action 6

This Action is included as contributing to meeting the Increased or Improved Services Requirement.

Students to be Served		Scope of Services		Locations	
English Learners, Foster Youth, Low Income		Schoolwide		<i>Specific School(s):</i> Salinas Community	
Actions / Services					
2017-18	Unchanged	2018-19	Unchanged	2019-20	Modified
Provide partnership with local non-profit Sticks and Stones Harmony at Home program for 1 full-time mental health, drug and alcohol therapist who will work with 2 school sites.		Provide partnership with local non-profit Sticks and Stones Harmony at Home program for 1 full-time mental health, drug and alcohol therapist who will work with 2 school sites.		Provide partnership with local non-profit Sticks and Stones Harmony at Home program for 1 full-time trauma informed mental health, drug and alcohol therapist who will work with 2 school sites. Increase student access to the OdysseyWare BASE education, an online Social-Emotional Learning program.	
Budgeted Expenditures					
2017-18		2018-19		2019-20	

Amount	\$87,040.00	Amount	\$87,040.00	Amount	\$95,000.00
Source	Supp. / Conc.	Source	Supp. / Conc.	Source	Supp. / Conc.
Reference	5000-5999	Reference	5000-5999	Reference	5000-5999
Total	\$87,040.00	Total	\$87,040.00	Total	\$95,000.00

Status: Unchanged

Goal 3

Facilitate the successful transition of foster, homeless, expelled, and juvenile justice youth served by the County Office of Education who move to and from school sites through the design and implementation of academic, behavior, and college and career transition support plans.

State/Local Priorities

State: 3, 4, 5, 6, 9, 10
Local: None

Identified Need

School stability and efficient transition between school environments is a significant indicator of student academic skill development and completion of graduation path requirements.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	2017-18	2018-19	2019-20
Completed Individual Learning/Transition Plans	0.00	85.00	50.00	100.00
Graduation rate for +2 transitions in a school year	0.00	70.00	75.00	80.00
Reduce suspension rate of students in Alternative Education programs as reported in Calpads EOY3 from the previous academic year.		3.5%	DASS data available in September 2019.	DASS data available in September 2020.

Planned Actions / Services

Action 1

This Action is included as contributing to meeting the Increased or Improved Services Requirement.

Students to be Served	Scope of Services	Locations
English Learners, Foster Youth, Low Income	Schoolwide	<i>Specific School(s):</i> Salinas Community, Wellington Smith

Actions / Services

2017-18	Unchanged	2018-19	Unchanged	2019-20	Unchanged
Increase A-G course offerings provided through Odysseyware course catalog.		Increase A-G course offerings provided through Odysseyware course catalog. Odysseyware is on a three year contract cycle and the next payment is due in 2019-20 so no expense will be incurred.		Increase A-G course offerings and elective course offerings provided through Odysseyware course catalog.	

Budgeted Expenditures

2017-18	2018-19	2019-20			
Amount	\$0.00	Amount	\$0.00	Amount	\$52,000.00
Source	LCFF	Source	LCFF	Source	LCFF
Reference	4000-4999	Reference	1000-1999	Reference	1000-1999
Total	\$0.00	Total	\$0.00	Total	\$52,000.00

Action 2

This Action is NOT included as contributing to meeting the Increased or Improved Services Requirement.

Students to be Served**Locations**

Specific Student Group(s): Foster Youth

Specific School(s): Salinas Community, Wellington Smith

Actions / Services**2017-18****New****2018-19****Modified****2019-20****Modified**

Coordinate activities with Foster Youth in conjunction with colleges and universities.

Coordinate a spring break college tour and a College & Career Readiness Camp for foster youth.

Coordinate and operate a spring break college tour and a College & Career Readiness Camp for all interested students.

Budgeted Expenditures**2017-18****2018-19****2019-20**

Amount \$20,000.00
Source Supplemental
Reference 5000-5999
Total \$20,000.00

Amount \$20,000.00
Source Supplemental
Reference 5000-5999
Total \$20,000.00

Amount \$20,000.00
Source Supplemental
Reference 5000-5999
Total \$20,000.00

Action 3

This Action is included as contributing to meeting the Increased or Improved Services Requirement.

Students to be Served**Scope of Services****Locations**

English Learners, Foster Youth, Low Income

Schoolwide

All Schools

Actions / Services**2017-18****Modified****2018-19****Modified****2019-20****Unchanged**

Provide increased transportation support to foster, homeless, expelled, and juvenile justice youth.

Provide transportation support to foster, homeless, expelled, and juvenile justice youth.

Provide transportation support to foster, homeless, expelled, and juvenile justice youth. Research the availability of other transportation options and solutions.

Budgeted Expenditures**2017-18****2018-19****2019-20**

Amount \$5,000.00
Source Included in Base
Reference 5000-5999
Amount \$2,000.00
Source Supplemental
Reference 5000-5999
Total \$7,000.00

Amount \$5,000.00
Source Included in Base
Reference 5000-5999
Amount \$2,000.00
Source Supplemental
Reference 5000-5999
Total \$7,000.00

Amount \$5,000.00
Source Included in Base
Reference 5000-5999
Amount \$20,000.00
Source Supp. / Conc.
Reference 5000-5999
Amount \$2,000.00
Source Supplemental
Reference 5000-5999
Total \$27,000.00

Action 4

This Action is included as contributing to meeting the Increased or Improved Services Requirement.

Students to be Served		Scope of Services		Locations	
Foster Youth, Low Income		Schoolwide		All Schools	
Actions / Services					
2017-18	New	2018-19	Modified	2019-20	Modified
Support and facilitate collaboration with the Epicenter by building capacity and increasing the ability to provide direct services such as tutoring and mentoring to foster, homeless, and juvenile justice students.		Support and facilitate collaboration with the Epicenter by providing direct services such as tutoring and mentoring to foster, homeless, and juvenile justice students.		Support and facilitate collaboration with partners and organizations to provide direct services such as tutoring and mentoring to foster, homeless, and juvenile justice students.	
Budgeted Expenditures					
2017-18		2018-19		2019-20	
Amount	\$8,000.00	Amount	\$10,000.00	Amount	\$10,000.00
Source	Supp. / Conc.	Source	Supp. / Conc.	Source	LCFF
Reference	5000-5999	Reference	5000-5999	Reference	1000-1999
Total	\$8,000.00	Total	\$10,000.00	Amount	\$3,500.00
				Source	LCFF
				Reference	3000-3999
				Amount	\$20,000.00
				Source	Supp. / Conc.
				Reference	5000-5999
				Total	\$33,500.00

Action 5

This Action is NOT included as contributing to meeting the Increased or Improved Services Requirement.

Students to be Served		Locations			
<i>Specific Student Group(s):</i> Expelled students		<i>Specific School(s):</i> Salinas Community School			
Actions / Services					
2017-18	N/A	2018-19	New	2019-20	Modified
		Monitor and assist in completion of expulsion requirements for student enrolled as a result of expulsion from their districts.		Monitor and assist in completion of expulsion requirements for student enrolled as a result of expulsion from their districts. Monitor and communicate plan to complete expulsion requirement to parents and school staff.	
Budgeted Expenditures					
2017-18		2018-19		2019-20	
Amount	\$5,000.00	Amount	\$5,000.00	Amount	\$25,000.00
Source	Included in Base	Source	Included in Base	Source	Included in Base
Reference	1000-1999	Reference	1000-1999	Reference	1000-1999
Total	\$5,000.00	Total	\$5,000.00	Amount	\$8,750.00
				Source	LCFF

Reference 3000-3999
 Total \$33,750.00

Status: Modified

Goal 4

Increase the LEA monthly student attendance rate by utilizing efficient support systems and engaging academic instruction.

State/Local Priorities

State: 5, 6, 7, 8

Local: None

Identified Need

Students who struggle with Significant Continuous Participation are less likely to be fully engaged in school academics and enrichment activities significantly delaying their readiness for community involvement, college and a career.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	2017-18	2018-19	2019-20
Monthly Attendance Rate	82.00	86.00	88.00	90.00

Planned Actions / Services

Action 1

This Action is NOT included as contributing to meeting the Increased or Improved Services Requirement.

Students to be Served	Locations
All	Specific School(s): Salinas Community

Actions / Services 2017-18	Unchanged 2018-19	Modified 2018-19	Modified 2019-20
Implement enrollment and attendance monitoring through timely implementation of the Truancy Protocol and truancy letters.	Sustain attendance monitoring through monthly implementation of the Truancy Protocol and truancy letters.	Sustain attendance monitoring through monthly implementation of the Truancy and Chronic Absenteeism Protocol and parent/guardian communication.	

Budgeted Expenditures 2017-18	2018-19	2019-20
Amount \$5,000.00	Amount \$5,000.00	Amount \$55,000.00
Source Included in Base	Source Included in Base	Source Included in Base
Reference 5000-5999	Reference 1000-1999	Reference 1000-1999
Total \$5,000.00	Total \$5,000.00	Total \$19,250.00
		Source LCFF
		Reference 3000-3999
		Total \$74,250.00

Action 2

This Action is included as contributing to meeting the Increased or Improved Services Requirement.

Students to be Served	Scope of Services	Locations
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English Learners, Foster Youth, Low Income		Schoolwide		All Schools
Actions / Services				
2017-18	Unchanged	2018-19	Unchanged	2019-20
Parent and Guardian communication and outreach through "Good News" post cards, home visitation, personal and automated text and phone messages, and emails through Blackboard.		Increase Parent and Guardian communication and outreach through "Good News" post cards, home visitation, personal and automated text and phone messages, and emails through Blackboard.		On a regular basis, increase Parent and Guardian communication and outreach through parent/teacher conferences, "Good News" post cards, and home visitation. Provide "Good News" post cards to sites for teaching staff to send out.
Budgeted Expenditures				
2017-18		2018-19		2019-20
Amount	\$2,500.00	Amount	\$2,500.00	Amount
Source	Supp. / Conc.	Source	Supp. / Conc.	Source
Reference	4000-4999	Reference	4000-4999	Reference
Total	\$2,500.00	Total	\$2,500.00	Total
				\$10,000.00
				Supp. / Conc.
				1000-1999
				\$15,000.00
				Supp. / Conc.
				2000-2999
				\$8,750.00
				Supp. / Conc.
				3000-3999
				\$2,500.00
				Supp. / Conc.
				4000-4999
				\$36,250.00

Action 3

This Action is included as contributing to meeting the Increased or Improved Services Requirement.

Students to be Served		Scope of Services		Locations
English Learners, Foster Youth, Low Income		Schoolwide		All Schools
Actions / Services				
2017-18	Unchanged	2018-19	Unchanged	2019-20
Provide education for students, parents and guardians on the impact of positive attendance through bi-monthly truancy workshops.		Improve outreach education for students, parents and guardians on the impact of positive attendance through parent/student communication and meetings.		Provide education for students, parents and guardians on the impact of positive attendance through parent/student communication and meetings.
Budgeted Expenditures				
2017-18		2018-19		2019-20
Amount	\$5,000.00	Amount	\$5,000.00	Amount
Source	Supp. / Conc.	Source	Supp. / Conc.	Source
Reference	4000-4999	Reference	4000-4999	Reference
Total	\$5,000.00	Total	\$5,000.00	Total
				\$25,000.00
				Supp. / Conc.
				1000-1999
				\$8,750.00
				Supp. / Conc.

Reference	3000-3999
Amount	\$5,000.00
Source	Supp. / Conc.
Reference	4000-4999
Total	\$38,750.00

Status: Unchanged

Goal 5

Increase student access to college and career readiness services and career technical education (CTE) programming to provide successful transitions as students move from high school to postsecondary education and/or training.

State/Local Priorities

State: 4, 8
Local: None

Identified Need

Students starting out in college or a career need to be well prepared. The transition from high school to college or the workforce can be a challenge for some students, especially those who are not aware of the expectations and requirements for entering college and the rigor to successfully complete college level coursework. Students are considered college and career ready when they have the knowledge, skills, and academic preparation needed to enroll and succeed in introductory college credit-bearing courses within an associate or baccalaureate degree program without the need for remediation. These same attributes and levels of achievement are needed for entry into and success in postsecondary workforce education or directly into a job that offers gainful employment and career advancement.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	2017-18	2018-19	2019-20
Student participation in college and CTE courses.	60.00	40%	50%	70%
Student Completion Rate in college and CTE courses.	60%	60%	75%	80%

Planned Actions / Services

Action 1

This Action is included as contributing to meeting the Increased or Improved Services Requirement.

Students to be Served	Scope of Services	Locations
English Learners, Foster Youth, Low Income	Schoolwide	All Schools

Actions / Services	2017-18	N/A	2018-19	New	2019-20	Modified
			Increase participation in dual enrollment and concurrent enrollment for 11th and 12th grade students by 10%.		Increase participation in dual enrollment and concurrent enrollment for 11th and 12th grade students by 10% and monitor participation and course completion.	

Budgeted Expenditures

2017-18	2018-19	2019-20			
Amount	\$5,000.00	Amount	\$5,000.00	Amount	\$15,000.00
Source	Supp. / Conc.	Source	Supp. / Conc.	Source	Supp. / Conc.
Reference	5000-5999	Reference	5000-5999	Reference	1000-1999
Total	\$5,000.00	Total	\$5,000.00	Amount	\$5,250.00

Source Reference	Supp. / Conc. 3000-3999
Amount	\$5,000.00
Source Reference	Supp. / Conc. 5000-5999
Total	\$25,250.00

Action 2

This Action is NOT included as contributing to meeting the Increased or Improved Services Requirement.

Students to be Served	Locations
All	<i>Specific School(s): SAFE, iTAP</i>

Actions / Services

2017-18	N/A	2018-19	New	2019-20	Unchanged
		Complete Link Learning Pathway Design Program for the Transportation Pathway (SAFE) and the Digital Arts/IT Pathway (iTAP).		Complete Link Learning Pathway Design Program for the Transportation Pathway (SAFE) and the Digital Arts/IT Pathway (iTAP).	

Budgeted Expenditures

2017-18		2018-19		2019-20	
Amount	\$6,000.00	Amount	\$6,000.00	Amount	\$25,000.00
Source Reference	Included in Base 1000-1999	Source Reference	Included in Base 1000-1999	Source Reference	Supp. / Conc. 1000-1999
Total	\$6,000.00	Total	\$6,000.00	Amount	\$8,750.00
				Source Reference	Supp. / Conc. 3000-3999
				Amount	\$5,000.00
				Source Reference	Supp. / Conc. 4000-4999
				Total	\$38,750.00

Action 3

This Action is included as contributing to meeting the Increased or Improved Services Requirement.

Students to be Served	Scope of Services	Locations
English Learners, Foster Youth, Low Income	Schoolwide	All Schools

Actions / Services

2017-18	N/A	2018-19	New	2019-20	Unchanged
		Increase CTE course sequence completion, using OdysseyWare coursework and capstone courses, by 10%.		Increase CTE course sequence completion, using OdysseyWare coursework and capstone courses, by 10%. Use CTE course work to satisfy elective credits.	

Budgeted Expenditures

2017-18		2018-19		2019-20	
Amount	\$5,000.00	Amount	\$5,000.00	Amount	\$50,000.00
Source	Supp. / Conc.	Source	Supp. / Conc.	Source	Supp. / Conc.
Reference	5000-5999	Reference	5000-5999	Reference	1000-1999
Total	\$5,000.00	Total	\$5,000.00	Amount	\$10,000.00
				Source	Supp. / Conc.
				Reference	2000-2999
				Amount	\$21,000.00
				Source	Supp. / Conc.
				Reference	3000-3999
				Amount	\$5,000.00
				Source	Supp. / Conc.
				Reference	5000-5999
				Total	\$86,000.00

Action 4

This Action is included as contributing to meeting the Increased or Improved Services Requirement.

Students to be Served	Scope of Services	Locations
English Learners, Foster Youth, Low Income	Schoolwide	All Schools

Actions / Services

2017-18	N/A	2018-19	Unchanged	2019-20	Unchanged
		Increase student completion rates of Virtual Job Shadow College and Career Readiness coursework by 15%.		Increase student completion rates of Virtual Job Shadow College and Career Readiness coursework by 20%.	

Budgeted Expenditures

2017-18		2018-19		2019-20	
Amount	\$5,000.00	Amount	\$5,000.00	Amount	\$10,000.00
Source	Supp. / Conc.	Source	Supp. / Conc.	Source	Supp. / Conc.
Reference	5000-5999	Reference	5000-5999	Reference	5000-5999
Total	\$5,000.00	Total	\$5,000.00	Total	\$10,000.00

Action 5

This Action is included as contributing to meeting the Increased or Improved Services Requirement.

Students to be Served	Scope of Services	Locations
English Learners, Foster Youth, Low Income	Schoolwide	All Schools

Actions / Services

2017-18	N/A	2018-19	New	2019-20	Unchanged
		Implement and pilot Online, Career and Technical Education Curriculum (ICEV) at one school site.		Implement and pilot Online, Career and Technical Education Curriculum (ICEV) at three school sites.	

Budgeted Expenditures

2017-18		2018-19		2019-20	
Amount	\$2,500.00	Amount	\$2,500.00	Amount	\$7,500.00
Source	Supp. / Conc.	Source	Supp. / Conc.	Source	Supp. / Conc.
Reference	5000-5999	Reference	1000-1999	Reference	5000-5999
Total	\$2,500.00	Total	\$2,500.00	Total	\$7,500.00

Action 6

This Action is included as contributing to meeting the Increased or Improved Services Requirement.

Students to be Served	Scope of Services	Locations
English Learners, Foster Youth, Low Income	Schoolwide	All Schools

Actions / Services

2017-18	N/A	2018-19	Unchanged	2019-20	Unchanged
		Increase student participation in experiential learning opportunities, including work study programs, internships, field trips, and hands-on workshops, by 10%		Increase student participation, based on positive attendance, in experiential learning opportunities, including work study programs, internships, field trips, hands-on workshops, and concurrent/dual enrollment in college courses by 20%.	

Budgeted Expenditures

2017-18		2018-19		2019-20	
Amount	\$5,000.00	Amount	\$5,000.00	Amount	\$25,000.00
Source	Supp. / Conc.	Source	Supp. / Conc.	Source	Supp. / Conc.
Reference	5000-5999	Reference	5000-5999	Reference	1000-1999
Total	\$5,000.00	Total	\$5,000.00	Amount	\$8,750.00
				Source	Supp. / Conc.
				Reference	3000-3999
				Amount	\$15,000.00
				Source	Supp. / Conc.
				Reference	5000-5999
				Total	\$48,750.00

Status: Unchanged

Goal 6

The Monterey County Office of Education, Foster Youth Services Coordinating Program will provide local school districts more opportunity for professional development with a 3% increase for districts who have foster youth enrolled in their schools, and an increase in county-wide collaboration with Child Welfare.

State/Local Priorities

State: 9
Local: None

Identified Need

Foster Youth often experience multiple school transitions, and demonstrate higher levels of absenteeism, truancy, and higher drop-out rates. Training districts on policy, procedure and practice is critical to providing appropriate supports and interventions.

On average 60% of school districts in Monterey County have foster students enrolled in their schools.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	2017-18	2018-19	2019-20
Participation of Districts who have foster students enrolled in their schools	71%	74%	94%	100%
Education Stability: Consultations pertaining to school placement and best-interest determination	24.00	30	35	40
County-Wide Foster Youth Attendance: Reduce Chronic Absenteeism Rate	20.5	19.5	18.5%	17.5%
County-Wide Foster Youth Graduation Rate	88.9	90%	91%	92%

Planned Actions / Services

Action 1

This Action is NOT included as contributing to meeting the Increased or Improved Services Requirement.

Students to be Served

Locations

Specific Student Group(s): Foster Youth

All Schools

Actions / Services

2017-18	Unchanged	2018-19	Unchanged	2019-20	Unchanged
Continue to fund a program coordinator, who will continue to work with school districts and the child welfare agency to implement transportation to school of origin protocols.		Continue to fund a program coordinator, who will continue to work with school districts and the child welfare agency to implement transportation to school of origin protocols.		Continue to fund a program coordinator, who will continue to work with school districts and the child welfare agency to implement transportation to school of origin protocols.	
The program coordinator will continue to work with districts to provide technical assistance in the implementation of their LCAPs.		The program coordinator will continue to work with districts to provide technical assistance in the implementation of their LCAPs.		The program coordinator will continue to work with districts to provide technical assistance in the implementation of their LCAPs.	
The program coordinator will provide professional development to school staff on such topics as: legislative mandates, transitions, utilization of the Foster Youth Education Toolkit, and Trauma Informed Schools.		The program coordinator will provide professional development to school staff on such topics as: legislative mandates, transitions, utilization of the Foster Youth Education Toolkit, and Trauma Informed Schools.		The program coordinator will provide professional development to school staff on such topics as: legislative mandates, transitions, utilization of the Foster Youth Education Toolkit, and Trauma Informed Schools.	
The program coordinator will continue to partner with local agencies and organizations to provide enrichment and supplemental educational service programs. School districts are also able to refer their students to the enrichment opportunities provided by the FYSCP such as college & career readiness activities.		The program coordinator will continue to partner with local agencies and organizations to provide enrichment and supplemental educational service programs. School districts are also able to refer their students to the enrichment opportunities provided by the FYSCP such as college & career readiness activities.		The program coordinator will continue to partner with local agencies and organizations to provide enrichment and supplemental educational service programs. School districts are also able to refer their students to the enrichment opportunities provided by the FYSCP such as college & career readiness activities.	
A student data analyst will provide district support services by accurately and efficiently identifying students in their schools so each student can receive corresponding services as identified in the district LCAP goal for foster students.		A student data analyst will provide district support services by accurately and efficiently identifying students in their schools so each student can receive corresponding services as identified in the district LCAP goal for foster students.		A student data analyst will provide district support services by accurately and efficiently identifying students in their schools so each student can receive corresponding services as identified in the district LCAP goal for foster students.	
Budgeted Expenditures					
2017-18		2018-19		2019-20	

Amount	\$87,138.00	Amount	\$89,316.00	Amount	\$91,549.00
Source	CDE FYSCP Grant	Source	CDE FYSCP Grant	Source	CDE FYSCP Grant
Reference	2000-2999	Reference	2000-2999	Reference	2000-2999
Amount	\$41,000.00	Amount	\$41,500.00	Amount	\$42,000.00
Source	CDE FYSCP Grant	Source	CDE FYSCP Grant	Source	CDE FYSCP Grant
Reference	3000-3999	Reference	3000-3999	Reference	3000-3999
Amount	\$6,800.00	Amount	\$5,000.00	Amount	\$4,000.00
Source	CDE FYSCP Grant	Source	CDE FYSCP Grant	Source	CDE FYSCP Grant
Reference	4000-4999	Reference	4000-4999	Reference	4000-4999
Amount	\$36,000.00	Amount	\$35,000.00	Amount	\$34,000.00
Source	CDE FYSCP Grant	Source	CDE FYSCP Grant	Source	CDE FYSCP Grant
Reference	5000-5999	Reference	5000-5999	Reference	5000-5999
Amount	\$74,728.00	Amount	\$76,596.00	Amount	\$78,511.00
Source	Title IV-E	Source	Title IV-E	Source	Title IV-E
Reference	2000-2999	Reference	2000-2999	Reference	2000-2999
Amount	\$44,500.00	Amount	\$45,000.00	Amount	\$45,500.00
Source	Title IV-E	Source	Title IV-E	Source	Title IV-E
Reference	3000-3999	Reference	3000-3999	Reference	3000-3999
Total	\$290,166.00	Total	\$292,412.00	Total	\$295,560.00

Action 2

This Action is NOT included as contributing to meeting the Increased or Improved Services Requirement.

Students to be Served

Locations

Specific Student Group(s): Foster Youth

All Schools

Actions / Services

2017-18	Unchanged	2018-19	Unchanged	2019-20	Unchanged
Continue to fund, through the Foster Youth Grant, an assistant manager whose primary focus is maintaining school stability for students experiencing a placement change. When a school change is imminent, the assistant manager provides transition assistance to ensure there is no delay in enrollment and facilitates the timely transfer of records as per AB 490.		Continue to fund, through the Foster Youth Grant, an assistant manager whose primary focus is maintaining school stability for students experiencing a placement change. When a school change is imminent, the assistant manager provides transition assistance to ensure there is no delay in enrollment and facilitates the timely transfer of records as per AB 490.		Continue to fund, through the Foster Youth Grant, an assistant manager whose primary focus is maintaining school stability for students experiencing a placement change. When a school change is imminent, the assistant manager provides transition assistance to ensure there is no delay in enrollment and facilitates the timely transfer of records as per AB 490.	

Budgeted Expenditures

2017-18		2018-19		2019-20	
Amount	\$78,800.00	Amount	\$80,770.00	Amount	\$82,790.00
Source	CDE FYSCP Grant	Source	CDE FYSCP Grant	Source	CDE FYSCP Grant
Reference	2000-2999	Reference	2000-2999	Reference	2000-2999
Amount	\$35,000.00	Amount	\$35,500.00	Amount	\$36,000.00
Source	CDE FYSCP Grant	Source	CDE FYSCP Grant	Source	CDE FYSCP Grant
Reference	3000-3999	Reference	3000-3999	Reference	3000-3999
Total	\$113,800.00	Total	\$116,270.00	Total	\$118,790.00

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2019-20

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$1,028,685.00

8.05%

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).

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$1,079,213.00

9.65%

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).

The Alternative Education Department focuses on increasing and improving the services for unduplicated pupils in the following goals and action items. A total in excess of \$288,380 will support English Learners, Foster Youth, and low socioeconomic pupils in the state priorities covering state standard implementation, parent engagement, pupil achievement, pupil engagement, school climate, course access, pupil outcomes and services to foster youth. The total amount allocated specifically to increase or improve services for unduplicated pupils is greater than the 9.65% increase required. Goals and actions are above compensatory education requirements for unduplicated students and align with state priorities per input from stakeholders. The goals and actions developed teach to and support the whole child ensuring our most at-risk students the support they need to succeed in academic programs while being prepared for college, career, and the real world so they may become contributing members of society living a well-balanced life. These actions are based upon evidence-based outcomes and experiences of the education staff (principal, court liaison, social workers, SPED coordinator, college-career readiness coordinator) in addition to the partnerships within our stakeholder community. These evidence-based actions are a result of the work our stakeholders have determined to be effective elements for at-risk students to be successful in today's world.

Goal/Action	Priority	LCFF Supp. / Conc.	Budget
Goal 1 Action 1	Improve student academic learning plan by training staff in the implementation of learning maps.	Priority 8	\$20,000
Goal 1 Action 2	Increase instructional staff professional development through observation walk-throughs.	Priority 2, 5	\$5,000
Goal 1 Action 3	Increase teacher development to support student literacy	Priority 4	\$10,000

Goal/Action	Priority	LCFF Supp. / Conc.	Budget
Goal 1 Action 4	Increase all instructional staff professional development in differentiation strategies	Priority 4	\$10,000
Goal 1 Action 6	Increase literacy instruction using Character Based Literacy	Priority 2	\$4,000
Goal 1 Action 7	Increase and improve reading library for unduplicated pupils	Priority 2	\$8,000
Goal 2 Action 1	Increase access for conflict mediation course	Priority 6	\$25,000
Goal 2 Action 2	Increase cultural awareness through Ethnic Studies course	Priority 5	\$5,000
Goal 2 Action 3	Increase outdoor education access for unduplicated pupils	Priority 5	\$5,000
Goal 2 Action 4	Increase health & wellness programs for foster, homeless, and juvenile justice pupils.	Priority 5	\$40,000
Goal 2 Action 5	Increase health & wellness education for unduplicated pupils	Priority 7	\$15,000
Goal 2 Action 6	Increase trauma informed education for juvenile justice youth	Priority 5	\$87,040
Goal 3 Action 3	Improve transportation for foster, homeless and juvenile justice youth.	Priority 10, 5	\$2,000
Goal 3 Action 4	Increase tutoring for foster, homeless and juvenile justice youth in preparation for college & career experiences.	Priority 10, 4	\$10,000
Goal 4 Action 2	Increase outreach to parents and guardians	Priority 4	\$2,500
Goal 4 Action 3	Improve attendance through communications and meetings	Priority 4, 5	\$5,000

Goal/Action	Priority	LCFF Supp. / Conc.	Budget
Goal 4 Action 4	Improve attendance through individualized incentives	Priority 4,5	\$12,500
Goal 5 Action 1	Increase participation in dual enrollment	Priority 4	\$5,000
Goal 5 Action 3	Increase Career Technical Education courses	Priority 4	\$5,000
Goal 5 Action 4	Increase student completion rates of Virtual Job Shadow	Priority 4	\$5,000
Goal 5 Action 5	Increase student learning opportunities through online Career and Technical Education Curriculum	Priority 4	\$2,500
Goal 5 Action 6	Increase student participation in learning opportunities through internships, field trips and hands-on workshops	Priority 4	\$5,000
Total:			\$288,540

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$1,137,272.00

10.58%

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).

The Alternative Education Department focused on the increase and improvement of services for unduplicated pupils in the following goals and action items. A total of \$263,000 will support English Learners, Foster Youth, and low socioeconomic in the state priorities covering state standard implementation, parent engagement, pupil achievement, pupil engagement, school climate, course access, pupil outcomes and services to foster youth. The total amount allocated specifically to increase or improve services for unduplicated pupils is above the 10.58% increase required.

Goal - Action	Description	Priority	LCFF Budget
Goal 1 Action 1	Improve student academic learning plan by training staff in the implementation of learning maps.	8	\$20,000
Goal 1 Action 2	Increase instructional staff professional development through observation walk-throughs.	2, 5	\$5,000
Goal 1 Action 3	Increase teacher development to support student literacy.	4	\$10,000
Goal 1 Action 4	Increase all instructional staff professional development in differentiation strategies.	4	\$10,000
Goal 1 Action 6	Improve English Language Arts curriculum.	2	\$4,000
Goal 1 Action 7	Increase and improve reading library for unduplicated pupils.	2	\$12,000
Goal 2 Action 1	Increase access for conflict mediation course.	6	\$25,000
Goal 2 Action 3	Increase outdoor education access for unduplicated pupils.	5	\$5,000
Goal 2 Action 4	Increase health & wellness programs for foster, homeless, and juvenile justice pupils.	5	\$30,000
Goal 2 Action 5	Increase health & wellness education for unduplicated pupils.	7	\$5,000
Goal 2 Action 6	Increase trauma informed education for juvenile justice youth.	5	\$15,000
Goal 3 Action 1	Increase A-G course offering.	7	\$52,000
Goal 3 Action 4	Improve transportation for foster, homeless and juvenile justice youth.	10, 5	\$5,000
Goal 3 Action 6	Increase tutoring for foster, homeless and juvenile justice youth in preparation for college & career experiences.	10, 4	\$8,000
Goal 4 Action 2	Increase parent communication through improved Blackboard services.	3	\$5,000
Goal 4 Action 3	Increase intervention for chronic absenteeism for unduplicated pupils.	5, 6	\$5,000
Goal 4 Action 5	Increase course access through the improved use of project-based learning and experiential pathways.	7, 4, 2	\$47,000
		Total:	\$263,000

Monterey COE
5 CCR §15496
2019-20 FISCAL YEAR

	2019-20	2018-19	2017-18	2016-17	
	LEA's Calculation (if provided)	LEA's Calculation (if provided)	LEA's Calculation (if provided)	FAIS's Calculation	
					Target Supplemental & Concentration Grant Funding
	\$304,814.00	\$371,058.00	\$398,127.17	\$689,512.00	Supplemental - Community School
	\$103,129.00	\$125,535.00	\$143,797.80	\$253,112.00	Concentration - Community School
	\$413,828.00	\$388,413.00	\$396,898.02	\$447,520.00	Supplemental - Court School
	\$206,914.00	\$194,207.00	\$198,449.01	\$223,760.00	Concentration - Court School
[1]	<u>\$1,028,685.00</u>	<u>\$1,079,213.00</u>	<u>\$1,137,272.00</u>	<u>\$1,613,904.00</u>	Total Target - Supplemental & Concentration Grant Funding
[2]	\$1,079,213.00	\$1,137,272.00	\$1,613,904.00	\$1,678,465.00	Prior Year estimated expenditures for unduplicated pupils
[3]	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>	Difference; Line [1] minus Line [2]; zero if negative
	100.00%	100.00%	92.70%	86.74%	Gap Funding Percentage (estimated rate at time of budget adoption)
[4]	0.00	0.00	0.00	0.00	Estimated Additional Supplemental & Concentration Grant Funding LCAP Year (Gap Funding % x Line [3])
[5]	<u>\$1,028,685.00</u>	<u>1,079,213.00</u>	<u>1,137,272.00</u>	<u>1,613,904.00</u>	Estimated Supplemental & Concentration Grant Fund (Line [2] plus Line [4], unless Line [3] <=0, then Line [1])
	\$14,621,251.00	13,020,693.00	12,641,608.00	13,587,022.00	LEA's Estimated LCFF Funding
	\$0.00	0.00	0.00	0.00	Less Targeted Instructional Improvement Block Grant Add-on
	\$756,946.00	756,946.00	756,946.00	756,946.00	Less Transportation (Home to School) Add-on
	<u>\$1,079,213.00</u>	<u>1,079,213.00</u>	<u>1,137,272.00</u>	<u>1,613,904.00</u>	Minus Line [5]; Estimated Supplemental & Concentration Grant Fund
[6]	\$12,785,092.00	11,184,534.00	10,747,390.00	11,216,172.00	Base Funding (LEA's transition entitlement, excluding TIIBG and Transportation Add-Ons, less Line [5])
[7]	8.05%	9.65%	10.58%	14.39%	Minimum Proportionality Percentage; Line [5] divided by Line [6]
				12.91%	MPP % Section 3B
				1.48%	Difference

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) 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 funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, 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 EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions

Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

For additional questions or technical assistance related to completion of the LCAP template, please contact the local County Office of Education or the CDE's Local Agency Systems Support Office at: 916.319.0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table. The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under EC Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year**

This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For

further information please refer to the [California School Accounting Manual](#).

Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.

- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year**

This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP**

Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year.

Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.

- **Total Projected LCFF Revenues for LCAP Year**

This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to EC sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by EC sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the actual actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- 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 data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. EC identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. EC requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, EC Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student 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 specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. [Jump to State Priorities](#)

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering "All", "Students with Disabilities", or "Specific Student Group(s)". If "Specific Student Group(s)" is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is

provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

New/Modified/Unchanged

- Enter "New Action" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter "Modified Action" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter "Unchanged Action" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter "Unchanged Action" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by EC sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to California Code of Regulations, Title 5 (5 CCR) Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are the most effective use of the funds to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are principally directed to and how the services are the most effective use of the funds to meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
 - b. Mathematics – CCSS for Mathematics
 - c. English Language Development (ELD)
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);

- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. A broad course of study including courses described under EC sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under EC sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement;
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

Appendix A: Priorities 5 and 6 Rate Calculation Instructions

For the purposes of completing the LCAP in reference to the state priorities under EC sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

- A. "Chronic absenteeism rate" shall be calculated as follows:
 1. The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
 2. The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 3. Divide (1) by (2).
- B. "Middle School dropout rate" shall be calculated as set forth in 5 CCR Section 1039.1.
- C. "High school dropout rate" shall be calculated as follows:
 1. The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 2. The total number of cohort members.
 3. Divide (1) by (2).
- D. "High school graduation rate" shall be calculated as follows:
 1. The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 2. The total number of cohort members.

3. Divide (1) by (2).
- E. "Suspension rate" shall be calculated as follows:
1. The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
 2. The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 3. Divide (1) by (2).
- F. "Expulsion rate" shall be calculated as follows:
1. The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
 2. The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 3. Divide (1) by (2).

Note: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001.; 20 U.S.C. Sections 6312 and 6314.

Appendix B: Guiding Questions

Guiding Questions: Annual Review and Analysis

1. How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
2. How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to EC Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
3. How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
4. What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
5. What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
6. What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

1. How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in EC Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
2. How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
3. What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
4. What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
5. What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to EC sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in EC Section 42238.01?
6. What specific actions were taken to consult with pupils to meet the requirements 5 CCR Section 15495(a)?
7. How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

1. What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
2. What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
3. What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?

4. What are the LEA's goal(s) to address any 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 unduplicated pupils as defined in EC Section 42238.01 and groups as defined in EC Section 52052 that are different from the LEA's goals for all pupils?
7. What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
8. What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
9. What information was considered/reviewed for individual school sites?
10. What information was considered/reviewed for subgroups identified in EC Section 52052?
11. What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to EC 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?
12. How do these actions/services link to identified goals and expected measurable outcomes?
13. What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

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