Salinas Court and Community School Single Plan for Student Achievement 2017-2018

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The Single Plan for Student Achievement

Salinas Community School

School   **School**
Salinas Community School   **Salinas Court School**
CDS   **CDS**
27661590124610   2730117
Address
901 Blanco Circle, Salinas, CA 93901
School District
Monterey County Office of Education
Principal
Jeff Hardig

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the Federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the Consolidated Application and ESEA Program Improvement into the SPSA.

The 2018-19 SPSA will be completed and submitted for approval in Fall 2018.

For additional information on school programs and how you may become involved locally, please contact the following person:

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The Monterey County Office of Education (MCOE) provides leadership, support and service excellence to students through the Alternative Education Department.

MCOE recently finalized a process to design a strategic plan that creates alignment across all divisions and departments. The plan identifies the mission, vision, core values, and strategic priorities of the organization.

MCOE Strategic Plan

Mission

The Monterey County Office of Education provides the leadership, support and service excellence needed to prepare the diverse students of Monterey County for success in each step of their educational journey.

Vision

Every student's educational experience will prepare them for success as productive and contributing members of our global society.

Core Values

> **Accountability:** We are accountable in all we do, always operating in a transparent manner, building and upholding the public's trust.
>
> **Collaboration:** We promote a collaborative culture that empowers organizational synergies and strong partnerships.
>
> **Innovation:** We are committed to leadership that cultivates innovative ideas that result in effective systems and increased capacity.
>
> **Diversity**: We value and promote diversity, respecting different perspectives, cultures, and experiences to better serve our communities.
>
> **Equity:** We foster a culture of equity to provide opportunities for everyone to perform at the highest levels of achievement.

Monterey County Office of Education Strategic Priorities

Strategic Priority 1 – All Students Achieving Success

Goal - Improve the academic achievement, close achievement gaps, and enhance the acquisition of 21st century competencies of Monterey County students in order to prepare them for success in college and career.

Strategic Priority 2 – English Learners Attaining Proficiency

Goal- Improve English learners' attainment of English proficiency while meeting or exceeding grade level academic standards.

Strategic Priority 3 – Creating School Climate

Goal - Develop safe, supportive, and healthy school environments that improve student engagement, foster learning, and nurture a culture of respect for every person.

Strategic Priority 4 – Developing Effective Local Control Accountability Plans

Goal - Increase districts' capacity to develop effective Local Control and Accountability Plans (LCAP).

Strategic Priority 5 – Delivering Effective District Support Services

Goal - Provide districts with infrastructure, systems, and services developed to meet their needs and ensure high levels of satisfaction with all services delivered.

Strategic Priority 6 – Ensuring a Skilled and Motivated Workforce

Goal - Recruit, develop and retain skilled and motivated individuals to enhance and expand MCOE's capacity, promote organizational health and create a culture where the best and brightest will choose to work and thrive.

Strategic Priority 7 – Attaining Operational Excellence

Goal - Increase efficiencies and optimize operations throughout the organization and promote a culture of continuous improvement.

Strategic Priority 8 – Ensuring Resource Stewardship

Goal - Every public dollar is effectively utilized and all resources are maximized to achieve the mission of public education.

Strategic Priority 9 – Strengthening Communications and Forging Partnerships

Goa l- Strengthen communications both internally and externally and enhance current and forge new partnerships.

School Profile

Located at multiple sites throughout Monterey County, the Salinas Community School offers a wide range of instructional programs and supports to students who have not been successful in a comprehensive setting. The Alternative Education Programs serve students from twenty-four school districts within the Monterey County area who are expelled, adjudicated, truant, foster youth, homeless and inter-district transfers. A significant number of students are either on formal or informal probation and are referred to the program by County Juvenile Probation. Other students are expelled from one of the twenty-four local school districts, or are referred through truancy mediation, truancy boards, or parents. The Alternative Education Salinas Community school served approximately 542 students during the 2017-2018 school year. These students were offered individualized and direct instruction, flexible scheduling, and the opportunity to recover credits in a small school setting.

The Alternative Education Department runs the following eight Community School/Blended Learning programs, and two court schools:

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County Community School Programs
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- Silver Star Youth Program -Rancho Cielo

- Silver Star Resource Center, Blended Learning Program

- South County Blended Learning Program (King City, Greenfield)

- Soledad Blended Learning Program

- Innovative Technology Arts Pathway (iTAP)

-Sea, Air, Fire, Earth Transportation Pathway (S.A.F.E.

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County Court School Programs
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- Wellington Smith School- Juvenile Hall
- Monterey County Youth Center

Mission of the Alternative Education Programs:
The mission of the Alternative Education Programs of the Monterey County Office of Education is to prepare our students for future success by providing a supportive school environment that focuses on increasing academic and pro-social behaviors and skills, while providing functional life skills instruction. We respect and value the unique contributions of each of our students and are committed to assisting them in becoming responsible, stable, and contributing members of society.

School-wide Learner Outcomes (SLOs)
All Alternative Education Program students will make progress towards becoming:

1. Engaged learners who:
- Demonstrate growth in reading, writing, and the application of mathematical concepts
- Communicate effectively through oral and written expression
- Think critically by evaluating, analyzing and synthesizing information for life-long learning

2. Productive members of society who:
- Demonstrate tolerance and positive interpersonal relationships within diverse settings
- Demonstrate skills for constructive, non-violent conflict resolution
- Demonstrate successful daily living skills

3. Career focused individuals who:
- Demonstrate technological skills to enhance learning
- Develop occupational skills for success in the workplace
- Learn the importance of ethics, integrity and global responsibilities

Student Demographic Data:
The majority of students in the Alternative Education Programs are Latino (approximately 84%). The remaining enrollment; African-American (approximately 5%) and White (approximately 9%). A high percentage of students qualify for Free and Reduced Lunch (67%). All of the students are identified as At-Risk, Neglected, or Delinquent. The designation is determined under the following specifications:
- At-Risk: Inter-District Transfer due to parent request for reasons such as safety, academic success, health concerns, employment, and/or expelled.
- Neglected: Truancy Mediation (Welfare and Initiations Code Section 601), Foster Youth, and/or Homeless.
- Delinquent: Probation Status (Welfare and Institution Code Section 602 and 654).

The students and parents are responsible for their own transportation to program sites, with the exception of Rancho Cielo Silver Star Youth Program. As a means to support student attendance,

bus passes are provided for students who struggle with transportation issues. In addition, the MCOE Alternative Education Department provides a specialized program for foster/ homeless youth.

The suspension/expulsion rate for the Alternative Education Programs are minimal due to the behavior management system in place. The behavior management system utilizes multiple resources as first response strategies to support the student in skills such as: de-escalation cycle, counseling, probation engagement, and a strong culture of behavior prevention/intervention before suspension. The Community schools reported 3 full day out-of-school suspensions during the 2016-2017 school year.

As measured by intake and local assessments, student test scores across the curriculum are lower than average by at least three grade levels, especially in math and language arts. The majority of general education students have chronologically reached the 12th grade, with 9th grade credits. On average, these students also read below the 7th grade level and are performing at the 5th grade level in mathematics.

Approximately 21% percent of the average enrollment (116 students) qualify for Special Education services. Students with Individualized Education Plans (IEPs) are provided supplementary instruction with special education teachers or paraprofessionals in general education classrooms, in individualized or small group instructional settings. The total number of special education students served in 2017-2018 is 116; 80 Court School, and 36 Community School**.** Out of the 116, 17 students were at-risk, 12 students were neglected, and 87 were delinquent.

Most students are enrolled for up to one semester to one year. Frequently, students stay more than a year. The Salinas Community school programs provide an alternative learning environment with small classes and a focus on a healthy lifestyle and pro-social skills. Students engage in an academic program that includes English, Academic Language Development, Math, Social Science, Science, and College and Career focused electives. Integrated college and career readiness support includes community service, work study, and field experience excursions. Access to these opportunities encourage and promote positive citizenship and social-emotional skill development. The primary goal is to prepare students to return to comprehensive schools or graduate with improved 21st Century skills and a growth mindset. The Salinas Community School programs serve students who are 12 to19 years old, ranging from middle to high school. The chart below offers a snapshot of our Salinas Community Schools' 2017-2018 enrollment and grade distribution of the student population:

2017-18 Enrollment by Grade and Ethnicity
Court and Community Schools Combined

Grade	6th	7th	8th	9th	10th	11th	12th	%
Hispanic	0	6	27	60	97	114	151	.84%
American Indian or Alaskan	0	0	1	0	3	0	1	.01%
African American-Not Hispanic	0	1	1	6	5	6	6	.05%
White-Not Hispanic	0	1	3	5	6	10	25	.09%
Hawaii	0	0	1	0	0	0	1	< .01%
Other Pacific Islander	0	0	0	0	1	0	0	< .01%
Filipino	0	0	0	0	1	1	1	< .01%
Not Stated	1	0	0	0	0	0	0	< .01%

2017-18 Enrollment Percentages
Court and Community Schools Combined

Grade	% of Enrollment
6th	< 1%
7th	.01%
8th	.06%
9th	13%
10th	21%
11th	24%
12th	33%

2017-18 Enrollment by Grade and Ethnicity
Community Schools

Grade	6th	7th	8th	9th	10th	11th	12th	%
Hispanic	0	0	7	22	56	64	99	87%
American Indian or Alaskan.	0	0	1	0	3	0	0	.01%
African American-Not Hispanic	0	0	0	0	0	0	2	< .01%
White-Not Hispanic	0	1	1	3	2	7	15	.09%
Hawaii	0	0	0	0	0	0	1	< .01%
Other Pacific Islander	0	0	0	0	1	0	0	< .01%
Filipino	0	0	0	0	0	0	1	< .01%
Not Stated	0	0	0	0	0	0	0	0%

2017-18 Enrollment %
Community Schools

Grade	% of Enrollment
6th	0
7th	< .01%
8th	.03%
9th	.09%
10th	.22%
11th	.25%
12th	.41%

2017-18 Enrollment by Grade and Ethnicity
Court Schools

Grade	6th	7th	8th	9th	10th	11th	12th	%
Hispanic	0	6	20	38	41	50	52	81%
American Indian or Alaskan Native.	0	0	0	0	0	0	1	< .01%
African American-Not Hispanic	0	1	1	6	5	6	4	10%
White-Not Hispanic	0	0	2	2	4	3	10	.08%
Hawaii	0	0	1	0	0	0	0	< .01%
Other Pacific Islander	0	0	0	0	0	0	0	.00%
Filipino	0	0	0	0	1	1	0	< .01%
Not Stated	1	0	0	0	0	0	0	.01%

2017-18 Enrollment %
Court Schools

Grade	% of Enrollment
6th	< .01%
7th	.03%
8th	.09%
9th	18%
10th	20%
11th	23%
12th	26%

The students attending the Salinas Community School programs are referred for participation for a variety of reasons including probation status, expulsion, and truancy mediation. Parents may also elect to enroll their child in a Salinas Community School program as an alternative to a comprehensive school if space is available and the home district approves an inter-district

transfer. A current snapshot of our student enrollment data indicates the following distribution of referral statuses:

2017-18 Percentage of Students by Referral Status
Community Schools

Enrollment Status	#	Enrollment %
Truancy Probation (WIC 601)	75	26%
Juvenile Delinquency Probation (WIC 602)	45	16%
Inter District Transfer (IDT)	124	43%
Expulsion	22	.08%
Foster/Homeless Youth	8	.03%
Delinquent (DA/Probation Pending)	7	.02%
DEJ	3	.01%
Diversion	1	< .01%

English Language Learners

Thirty-Five percent out of 375 unduplicated enrollments in the 2017-18 school year from MCOE Alternative Education programs were identified as English Learners (EL).

Unduplicated English Learners Attending
Court and Community Schools Combined

Classification	# of Students	% of Students
English Only (EO)	113	30%
English Learners (EL)	134	35%
Initial Fluent English Proficient (IFEP)	11	.03%
Redesignated Fluent English Proficient (RFEP)	121	32%

English Learners Attending
Community School

Classification	# of Students	% of Students
English Only (EO)	91	29%
English Learners (EL)	106	34%
Initial Fluent English Proficient (IFEP)	10	.03%
Redesignated Fluent English Proficient (RFEP)	104	33%

English Learners Attending
Court School

Classification	# of Students	% of Students
English Only (EO)	22	32%
English Learners (EL)	28	41%
Fluent English Proficient (FEP)	1	.02%
Redesignated Fluent English Proficient (RFEP)	17	24%

Special Education Students
2017-18

Sites	# of SPED Students	% of Overall Student Body
Combined	138	25%
Community Schools	48	17%
Court Schools	90	35%

Academic Standards

The Salinas Community School (SCS) programs facilitate state standards-based curriculum. Students are required to complete 220 credits for a traditional graduation path. This is comparable to the comprehensive high schools in the county. The SCS programs provide access to learning opportunities such as: concurrent enrollment at the local community colleges (Hartnell and Monterey Peninsula), career and technical education courses, focused industry work study experiences, an array of digital learning courses. County Community School students have access to Odysseyware and Virtual Job Shadow digital learning courses at school and at home. The expectation is that students use digital learning courses to recover credits in a timely manner. Students who are 17 years and older have the opportunity to study and take the HiSET exams to earn a high school equivalency certificate.

Graduation Requirements

All students are currently required to complete 220 credits to graduate, unless a student qualifies for an alternative graduation path of 130 credits, State minimum, through AB 167 as a foster or homeless youth, or AB 2306 as a former incarcerated youth.

The credits required to receive a diploma on a traditional graduation path include the following:

Subject	MCOE	AB 167 or 2306
English	40	30
Math	20	20
World History	10	10
U.S. History	10	10
U.S. Government	5	5
Economics	5	5
Life Science	10	10
Physical Science	10	10
Physical Education	20	20
Fine and Performing Arts or World Language	10	10
Electives	80	0
Total	220	130

Student Services
The infographic offers a representation of the services that will surround and support students towards academic success. At the center is our student, surrounded by five focus areas: Instruction, Enrichment, Leadership, Family, and Support. Through stakeholder meetings, the areas of goals, outcomes, and actions were further expanded to create a comprehensive network of support to help students attain success in each step of their educational journey.

To define the program, stakeholders encouraged us to expand student learning plans that traditionally only focused on student testing data and credit completion towards graduation requirements. This comprehensive learning plan incorporates these academic measures but also identifies students' career interests, diagnostic measures of academic achievement in reading and math, basic needs, positive behavior interventions and other key factors.

Transition to Community Schools
All students who enter the County Community School programs complete an assessment and orientation process. For the County Community schools, the referred students and their parent/guardian meet with school staff to complete the intake paperwork including an introduction to the program's rules and procedures. Once the student is enrolled, s/he takes both a reading and math assessment (NWEA). The teaching staff reviews the NWEA assessment data and the student's most current transcript to start developing the comprehensive learning plan and a transcript evaluation. This is reviewed with the student so s/he can further define their academic, college and career goals for the semester. Each comprehensive learning plan includes the following applicable student data:

- Demographics: name, date of birth, district of residence, last school attended
- Discipline: referral status, probation officer, expulsion and expulsion date
- ILP goals: academic, personal and transition college and career readiness
- Academics: total credits earned, remaining credits needed, CAASP, CELDT/ELPAC, NWEA Benchmarks and HiSET scores

Based on the comprehensive learning plan, the school staff can individualize the educational program based on the students' needs and the student can be properly placed in one of the following County Community School programs:

Blended Learning: South County (Soledad, King City, Greenfield)
The purpose of our blended learning model is to provide an alternative education program and setting for students. Blended Learning programs are required to follow standards-aligned curriculum and all student work is governed by a written contract, called the Master Agreement, signed by the teacher(s), student, parent/guardian, and other relevant adults. Students participating in these programs attend instructional periods for 2-3 hours multiple days a week, an increase of time from a traditional model of Independent Study (1 hour a week).

Our Blended Learning programs recognize that not all students succeed in conventional school settings. Many of these students face personal, familial, medical, and financial pressures and require a flexible education plan. We offer a personalized learning schedule for these students who may need to work to supplement family income, feel more comfortable or safe in an alternative setting, have difficulty getting to and from daily classroom settings, or frequently may be called upon to care for another family member, younger or older.

Silver Start Youth Program, Rancho Cielo
Rancho Cielo is a comprehensive program offering intensive educational instruction. The program is designed to improve the health and academic performance of the youth participants by reducing risk factors and providing an environment rich in opportunities to enhance learning potential, life skills development, job preparation and placement, and physical health and well-being. All students are screened prior to acceptance and must have a desire to make positive changes in their lives. Most students, 80-90%, are on probation when referred to Rancho Cielo but recommendations for assessment may also come from the juvenile court, schools, or parents.

The school consists of two classrooms and implements standards-based curriculum. The students benefit from a small class size and a curriculum tailored to meet their needs and learning styles. In addition, students are offered a variety of elective enrichment classes such as woodshop, sports, arts and crafts, music instruction and gardening. Students are able to develop college and career readiness skills in the Health Services pathway, a career technical education project-based learning environment. The students also have access to a number of support services including drug and alcohol counseling, family planning, gang intervention, conflict resolution, anger management, grief counseling, health education, family counseling and career planning.

Silver Star Resource Center (SSRC)
The Silver Star Resource Center addresses the problem of student truancy and at-risk behavior. In close cooperation with the Monterey County District Attorney's Office, the Center provides an educational program for students who are referred for truancy problems. Silver Star is staffed with two highly qualified teachers, an instructional aide and a secretary/registrar. Students attend school for two hours daily, meeting with a core subject teacher. The students rotate between teachers each day and are being taught the California State Standards-based core curriculum in English, math, social studies, science, physical education, fine arts and many electives. Each student receives another two to four hours of daily work to complete at home. The intent is to provide these students with a positive school experience while helping them overcome the obstacles that previously prevented school success.

The school is located within the Silver Star Resource Center (SSRC), which houses a collaborative of prevention and early intervention services designed to promote positive youth development by reducing risk factors that lead to gang involvement and delinquency of youth in Monterey County. The collaborative is co-located to provide a "One-Stop" for youth and family services and employs an innovative, multi-agency approach that combines probation supervision, educational, vocational and job training, counseling and mediation services, anger management, truancy abatement, mentoring, substance abuse programs and family support program and services.

Innovative Technology Arts Pathway (iTAP)
iTAP provides a Media Arts and Information Technology program for students who are earning their high school diploma through the lens of an industry related sector of Computer Science and Digital Arts. iTAP partners with Loaves, Fishes and Computers (LFC) and the Media Center for Art, Education and Technology (MCAET.) All students participating in this program complete a sequence of study which incorporates tiered levels of career exploration, industry related work experience, Career Technical Education courses and dual enrollment at Hartnell Community College.

Sea, Air, Fire, Earth Transportation Pathway (S.A.F.E.)
S.A.F.E. transportation pathway is a college and career program engaging students who are expelled, on probation, or struggling with larger school placements. S.A.F.E. has teamed with community partners – Every Kid Can Fly/Young Eagles, NASA, Hartnell Community College and Turning Point to provide students invaluable life and academic experiences as they train in the field of transportation. Experiential learning opportunities include robotics, dispatch, ground School, welding and mechanics.

<center>**Alternative Education Programs Recognitions**</center>
In 2008 and 2014, the Monterey County Office of Education Alternative Programs Truancy Abatement Program, the Silver Star Resource Center, and their partnering agencies, the District Attorney's office and the Probation Department, won the Golden Bell Award for being a Model Truancy Prevention Program. This award acknowledges how the Salinas Community School engages students, families and schools in a team effort to determine the problems the student is encountering, develops a plan of action and works together to resolve issues. The result is student success in school and positive school attendance.

Court Schools:

Wellington Smith School
Wellington Smith School is located within the confines of Monterey County Juvenile Hall and serves the educational needs of incarcerated youth between grades 6-12. For the majority of students, their average stay in Juvenile Hall is approximately 20 days. The school staff addresses the immediate and short-term needs of these students by offering them instruction in their core subjects, Mathematics, Science, Social Studies, and English. Students can, and do, earn partial credits for their work completed while enrolled at Wellington Smith. The school also operates one self-contained classroom for Special Education students who, by their Individualized Education Plan, IEP, require such a setting. All other SPED students are served by a resource specialist through a combination of push-in, pull-out services based on their individual needs.

Monterey County Youth Center
The Youth Center school serves the needs of students in grades 9-12 who are incarcerated for a minimum of 9 months. The Youth Center staff collaborates with county probation staff in addressing the needs of all students; both academically, and emotionally. MCOE staff participate in treatment team and transition team meetings involving students, parents/guardians, and representatives from both Monterey County Probation, and Behavioral Health. School staff focuses on individualized long-term educational goals for students by offering all core subjects

as well as classes to earn elective credits. Youth Center students also have the opportunity to earn dual enrollment credits through classes offered by Hartnell Community College and its instructors who come to the Youth Center campus.

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Program Improvement (PI)
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As of 2017-2018, MCOE Community Schools continue to be in Program Improvement status.

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Parent Participation
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Parent and/or guardian participation is an integral component to their student's success in all of our programs. Back to School Nights, Open Houses and student awards ceremonies are all ways our parents and/or guardians can be involved with our schools. School Site Council, English Learner Advisory Committee (ELAC,) and Parent Advisory meetings are held throughout the year. Parents/guardians also play a role in the development of the Local Control Accountability Plan (LCAP.) All our written communications, including site newsletters, are written in both English and Spanish.

All parents and/or guardians attend an orientation or intake meeting with school site staff as a first step in enrollment process. The purpose of the orientation/intake is to review and process all the required paperwork, including school rules and expectations, and to discuss the student's plan for graduation. Parents are requested to participate in our Student Prevention and Response to Intervention Team meetings held when a student is referred by staff members for absenteeism, academic delay, chronic negative behavior, mental health concerns, and general health concerns. Graduation progress and comprehensive learning plan meetings are scheduled and held with parents and students twice a year. The purpose of these meetings is to review and monitor the student's progress towards graduation and provide encouragement and support.
Education Models & Instructional Practices

Besides the traditional teacher-led classes and modified contract learning, Salinas Community School programs are also utilizing best practices such as blended learning, online credit recovery and inquiry-based learning models.

Blended Learning & Credit Recovery
We are using Google classroom and Chromebooks as a major tool for our blended learning initiative. In addition, by using Odysseyware, an online, comprehensive core and elective curriculum, our students learn at least in part through delivery of content and instruction via digital and online media. This digital learning is complemented with face-to-face classroom instruction with their teacher. Odysseyware and concurrent enrollment in community college courses are being used as the main credit recovery options.

Outdoor Education
The Ventana Youth in Wilderness program offers our students the opportunity to experience outdoor education through educational workshops and backpacking expeditions into the Ventana and Silver Peak Wilderness. The focus is to provide the students with positive wilderness experiences and introduce them to environmental stewardship. The curriculum for the Environmental Education workshops and backcountry expeditions has four primary components: natural history interpretation, team-building activities, wilderness conservation and wilderness

skills practice. Through these workshops and the backpacking expeditions, the students develop a sense of ownership and responsibility for the wilderness while gaining self-confidence and interpersonal skills.

College and Career Readiness Pathways
The Technology Arts, Transportation and Health Services Pathway programs incorporate a sequence of courses within an area of interest. Pathway programs connect students' career interests from high school to college and/or career. Pathway programs provide an educational road map guiding each student through the high school courses and post-secondary options most relevant to the students' chosen career destination. The main aim of a pathway program is to help each student acquire the depth of knowledge and skill linked with specific post-secondary programs that will lead to a certificate or degree and/or career.

Mission Trails Regional Occupational Program (ROP)
The Mission Trails Regional Occupational (ROP) Program, located in Salinas, provides vocational training and development, career training courses and certifications and career planning services. We encourage our high school juniors and seniors to take advantage of these concurrent enrollment opportunities. The ROP program's professional-level vocational training courses expose our students to the highest of industry standards while preparing them to achieve their career aspirations.

English Learners
A total of 216 students out of 542 unduplicated enrollments in the 2017-2018 school year from Salinas Community School programs were identified as English Learners (EL). An additional 154 students were classified as Re-designated Fluent English Proficient, (RFEP.) Students whose first language is Spanish account for 72% of the EL population in the Salinas Community School.

ELD is a part of each English Learner's instructional program and is delivered daily in students' Academic Language Development course. In 2017-18, every student is receiving an Academic Language Development course. All teachers have certification by the Commission on Teacher Credentialing (CTC) to provide instruction to English Language Learners. All teachers have a Cross-cultural, Language and Academic Development (CLAD) or SB1969 certification authorizing their work with EL students.

Teachers have received training in the implementation of the next generation ELD standards. These standards provide a framework for teachers to follow as they facilitate students' development of the skills necessary to meet grade-level standards in English language arts and the other content areas. The standards describe what students should know and be able to do at each of the five levels of English proficiency. Each ELD standard is tied to one or more of the grade level English Language Arts Standards and serves as a measure for determining a student's progress toward meeting the English Language Arts Standards. In 2017-18, the Alternative Education Programs will continue to acquire materials aligned to the new standards.

Academic Intervention Classes & Programs
Implementation of the following academic intervention classes continues as we enter the 2017-2018 school year. The 2016-2017 NWEA benchmark assessment data indicate the average reading skill level to register at the 4th to 5th grade, and the average math skill level to register at the 4th-5th grade. Supporting the effort to support students in increasing their skill level is a high staff to student ratio and the use of research-based curriculum and instruction.

Developmental Reading Class
Our Developmental Reading class is a reading course designed to increase students' reading fluency and comprehension. Students are placed in these classes based on the reading benchmark assessment results and their CELDT scores.

Literacy Development Reading Program
The Literacy Development Reading Program has been implemented in our incarcerated facilities. Students are given the opportunity to check out the books in the program to help them develop strong reading skills and make good books a central and vital part of their lives.

Behavioral and Social Intervention Programs:
The Salinas Community School is committed to creating a safe and supportive environment that promotes positive social behavior from all students. The following programs have been implemented to create a positive learning environment:

Global Majority
Global Majority is a 16-week, curriculum-based program that promotes non-violent conflict management and restorative justice. This program gives students the opportunity to develop practical skills in conflict resolution and negotiation as well as civic engagement and teamwork. The program also includes skill building in effective communication, multiple opportunities for role-plays and simulations.

Positive Behavior Support Systems
Positive Behavior Interventions and Supports (PBIS) is a major focus for the Alternative Education Programs for the 2017-18 school year with the intent to continue to create a positive learning environment and minimize the need for discipline. PBIS is a proactive approach to establishing the behavioral supports and social culture needed for all students in a school to achieve social, emotional and academic success. Attention is focused on creating and sustaining primary (school-wide), secondary (classroom), and tertiary (individual) systems of support that improve lifestyle results (personal, health, social, family, work, recreation) for all youth by making targeted misbehavior less effective, efficient, and relevant, and desired behavior more functional.

Tiered Intervention, Student Services
Services for students are organized in the following three paragraphs:

Peak Services:
Peak Services are designed to meet the needs of students at significant risk for or demonstrating school performance problems which include but are not limited to; academic, health, employment, mental health, secondary education transition, and benefits assistance for which basic services are not sufficient.

Transitional Services:
Case Management Services have been developed to meet the needs of students at risk of school failure despite the robust availability of General Education program support. For these students, Case Managers provide specialized resources and interventions.

Basic Services:
Basic Services are designed to meet the needs of all students who are referred for enrollment to Alternative Education Programs. These services are considered General Education program support options available to all students. Basic Services includes teacher – initiated interventions and databased problem solving for academic, behavioral and transitional success. Instructional Programs are robustly designed to support the unique needs of students in Alternative Education.

In the past, school-wide discipline has focused mainly on reacting to specific student misbehavior by implementing punishment-based strategies including reprimands, loss of privileges, office referrals, suspensions, and expulsions. Research has shown that the implementation of punishment, especially when it is used inconsistently and in the absence of other positive strategies, is ineffective. Introducing, modeling, and reinforcing positive social behavior is an important step of a student's educational experience. Teaching behavioral expectations and rewarding students for following them is a much more positive approach than waiting for misbehavior to occur before responding. The purpose of school-wide PBSS is to establish a climate in which appropriate behavior is the norm.

- Outcomes: academic and behavior targets that are endorsed and emphasized by students, families, and educators.
- Practices: interventions and strategies that are evidence based.
- Data: information that is used to identify status, need for change, and effects of interventions.
- Systems: supports that are needed to enable the accurate and durable implementation of the practices of PBSS.

Case Management Team
This past year the Alternative Education Department elected to create a Case Management Team staffed with a Court Education Liaison, a Student Transition Specialist, a College and Career Coordinator and two licensed social workers. This team identifies and implements various support mechanisms to our student population.

Partnership with Monterey County Probation Department
Approximately 50% of our students were on probation, 601 truancy, or 602 formal, during the 2017-2018 school year. The administrators, teachers and support staff all work closely with our probation officers to ensure our students are doing well academically, socially and emotionally.

The Court Education Liaison works closely with individual probation officers to research and develop academic plans and appropriate placement for their assigned students. Probation officers and probation aides are on-site daily at Rancho Cielo and Silver Star. The other sites, where probation students are enrolled, are visited by probation at their discretion.

School and Student Performance Data:

Student Performance Measures
The MCOE Alternative Education Programs student performance measures include an analysis of the following data: Student Outcome Metrics, California Smarter Balance Assessment (CAASPP), CELDT scores, NWEA Benchmark data, course completion rates, graduation rates, and attendance rates.

Basic
Degree to which teachers are appropriately assigned and credentialed in subject areas:
 1. Percent of teachers who are appropriately credentialed for their assignment

2014-15:	100%
2015-16:	95%
2016-17:	93%

Degree to which students have sufficient access to standards-aligned instructional materials
 1. Percentage of students found to have access to Standard Aligned materials

2014-15:	100%
2015-16:	100%
2016-17:	100%

Degree to which school facilities are maintained in good repair
 1. Number of William's Complaints received

2014-15:	0
2015-16:	0
2016-17:	0

 2. Surveyed students and parents who feel facilities are well maintained

2014-15:	79.8%
2015-16:	89.1%
2016-17:	61%: Sites are safe. No question on well-maintained

Implementation of State Standards

Implementation of ALL content and performance standards for ALL students
1. Percentage of students enrolled in a program offering state aligned coursework

2014-15:	61.4%
2015-16:	67.9%
2016-17:	100%

Programs and services to enable ELs to access core and English Language Development standards
2. Percentage of EL students enrolled in daily dedicated ELD and courses designed to their needs

2014-15:	N/A
2015-16:	74.8%
2016-17:	0%

Course Access
Student access and enrollment in all required areas of study
1. Number of students enrolled in a program offering all required coursework to meet graduation requirements

2014-15:	93%
2015-16:	98.5%
2016-17:	100%

Pupil Achievement
EL progress toward English proficiency
1. Percentage of ELs who grew 1 level or more in CELDT

2014-15:	35.7%
2015-16:	28.3%
2016-17:	41.6%

2. RFEP Reclassification Rate

2014-15:	23.2%
2015-16:	34%
2016-17:	24%

3. Percentage of students on track to graduate with A-G courses

2014-15:	Not Applicable
2015-16:	Not Applicable
2016-17:	Not Applicable

4. Percentage of students successfully completing CTE sequences

	2014-15:	Not Applicable
	2015-16:	.08% 1st year offering CTE courses; 2
	2016-17:	23%

5.　Percent of students passing Advanced Placement exams (3+) – (*Advanced Placement courses not offered.)*

	2014-15:	Not Applicable
	2015-16:	Not Applicable
	2016-17:	Not Applicable

6.　Percent of students demonstrating college preparedness (Early Assessment Program exam)

	2014-15:	Not Applicable
	2015-16:	Not Applicable
	2016-17:	Not Applicable

Other Pupil Outcomes

RIT to Lexile Levels

1.　Average Reading RIT on NWEA

	2014-15:	0
	2015-16:	211
	2016-17:	196

2.　Average Language Arts Level on NWEA

	2014-15:	0
	2015-16:	256
	2016-17:	191

Parental Involvement

Efforts to seek parent input & decision making

1.　Number of parents who participated directly in Site Council, ELAC, and LCAP Process

	2014-15:	64
	2015-16:	71
	2016-17:	68

Promotion of parental participation

1.　Number of parents who participated in workshops, open houses, and other parent events

	2014-15:	129
	2015-16:	167
	2016-17:	148

Pupil Engagement

Graduation Rate
1.	Percentage of Seniors who graduated

2014-15:	52%
2015-16:	69%
2016-17:	27%

2.	Percentage of Foster Youth Seniors who graduated

2014-15:	Not Applicable
2015-16:	88%
2016-17:	Data not available

3.	High School Equivalency Completion
Number of students who completed the GED/HiSET

2014-15:	8
2015-16:	7
2016-17:	1

Student Attendance
1.	School Attendance rates (Community School)

2014-15:	78%
2015-16:	73%
2016-17:	83%

2.	School attendance rates (Court School)

2014-15:	99%
2015-16:	98%
2016-17:	99%

3.	Chronic Absenteeism Rates (35 or more days of absences during school year)

2014-15:	13%
2015-16:	29%
2016-17:	12%

4.	High school dropout rates

2014-15:	12%
2015-16:	8%
2016-17:	11%

5.	Middle school dropout rates

2014-15:	0
2015-16:	0
2016-17:	0

School Climate

1. Total number of suspensions

2014-15:	18
2015-16:	21
2016-17:	3

2. Student suspension rates:
   Percentage of students with one or more suspensions

2014-15:	6.1%
2015-16:	3.3%
2016-17:	< .05%

3. Student expulsion rates:
   Percent of students expelled

2014-15:	0
2015-16:	0
2016-17:	0

Smarter Balance Assessment

The new standards and Smarter Balanced tests continue to present major changes in education for students, teachers and schools. Low scores continue to appear, especially in English Language Arts where 0% of 7th graders, 30% of 8th graders, and 4% of 11th graders met the State standard. Mathematics scores were also low, with 0% of 7th graders, 18% of 8th graders, an 0% of 11th graders meeting the State standard. There continues to be a concentrated effort to support students, parents, teachers and schools in order to meet these rigorous academic standards.

2016-17 Performance on the Smarter Balanced English Language Arts

English Language Arts 7[h] Grade	
Standard Not Met	67%
Standard Nearly Met	33%
Standard Met	0%
Standard Exceeded	0%

English Language Arts 8th Grade	
Standard Not Met	60%

Standard Nearly Met	10%
Standard Met	30%
Standard Exceeded	0%

English Language Arts 11th Grade	
Standard Not Met	60%
Standard Nearly Met	36%
Standard Met	4%
Standard Exceeded	0%

2016-17 Performance on the Smarter Balanced Mathematics

Mathematics 7th Grade	
Standard Not Met	83%
Standard Nearly Met	17%
Standard Met	0%
Standard Exceeded	0%

Mathematics 8th Grade	
Standard Not Met	73%
Standard Nearly Met	9%
Standard Met	18%
Standard Exceeded	0%

Mathematics 11th Grade	
Standard Not Met	91%
Standard Nearly Met	9%
Standard Met	0%
Standard Exceeded	0%

School and Student Performance Data (cont.)

An analysis of the 2016-2017 CELDT data below shows the Salinas Community Schools have an EL student population, when tested, primarily in the Intermediate to Early Advanced levels on the CELDT. According to the data below, developing a strategic RFEP system congruently with an Academic Language Development course based on the researched based Gradual Release of Responsibility instructional model would have the greatest impact on transitioning our students into Advanced and qualifying for RFEP.

CELDT Data Results
2016-2017

School	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Total Tested
Community	3	8	24	20	3	58
Court	4	4	21	9	0	38
Total	7	12	45	29	3	96
Percentage	.07%	12.5%	46.8%	30.2%	.03%	

High School Completion

Year	Number of Graduates
2011-2012	56
2012-2013	58
2013-2014	31
2014-2015	73
2015-2016	82
2016-2017	54

Graduation Rate

The number of graduates over the past six years has fluctuated. This is partially due to the continuing drop in enrollment over the past six years in all of the programs. Although the number of graduates dropped by 18 in the 2016-2017 school year, compared to 2015-16, the number of future graduates is predicted to increase with the implementation of new sites and programs.

Benchmark Testing

The NWEA diagnostic reading, language arts, and mathematics assessments demonstrates that students did not attain significant improvement from the Fall to Winter testing administrations.

NWEA Results 2016-2017
Average Scores

	Fall	Winter
Language Arts	208	210
Reading	208	210
Mathematics	212	213

We are concerned the cycle of students entering and exiting the programs without sustained enrollment is impacting assessment data and our ability to analyze the data and change instruction in a timely manner.

Planned Improvements in Student Performance

The school staff and School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

Goals

GOAL #1
By March 2018, students who participate in both Fall and Winter NWEA testing windows who have been continuously enrolled in the Alternative Education program will demonstrate growth on their Reading Comprehension and Language Usage RIT scores.

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.

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.

GOAL #4
Increase the LEA monthly student attendance rate to 92% by utilizing efficient support systems and engaging academic instruction.

GOAL #5
The Monterey County Office of Education, Program will increase professional development participation focused on pupil services and academic programming for juvenile justice and expelled students to 45% of local school districts.

School Site Council Membership

2017-18 Salinas Community School Site Council

Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Student
Jeff Hardig	Scott Davis		Eva Marie Martinez	Angel Martinez
	George Barata		Joyce Ponton	
	Sean Crossno		Maria Para	

At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Budget Allocations:

This site operates a SWP and consolidates all applicable funds as part of operating a SWP State Programs Allocation Consolidated in the SWP

Local Control Funding Formula (LCFF) – Base Grant
Purpose: To provide flexibility in the use of state and local funds by LEAs and schools
$ 2,301,073

LCFF – Supplemental Grant
Purpose: To provide a supplemental grant equal to 20 percent of the adjusted LCFF base grant for targeted disadvantaged students
$ 757,998

LCFF – Concentration Grant
Purpose: To provide an additional concentration grant equal to 50 percent of the adjusted LCFF base grant for targeted students exceeding 55 percent of an LEA's enrollment
$ 319,129

Economic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover only)
Purpose: Help educationally disadvantaged students succeed in the regular program- *(7090)*
$ 0

Professional Development Block Grant (Carryover only)
Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas- *(0739)*
$ 0

Pupil Retention Block Grant (Carryover only)
Purpose: Prevent students from dropping out of school-*(7390)*
$ 0

School and Library Improvement Program Block Grant (Carryover only)

Purpose: Improve library and other school programs-
(0395)

$ 0

School Safety and Violence Prevention Act (Carryover only)
Purpose: Increase school safety- *(0405)*

$ 0

Tobacco-Use Prevention Education
Purpose: Eliminate tobacco use among students-*(6690)*

$ 1,946

Total amount of state categorical funds allocated to this school
$ 3,380,146

Federal Programs
Allocation
Consolidated in the SWP
Title I, Part A: Allocation
Purpose: To improve basic programs operated by local educational agencies (LEAs)-
(3010)

$ 335,291

Title I, Part A: Parental Involvement (if applicable under Section 1118[a][3][c] of the
Elementary and Secondary Education Act)
Purpose: Ensure that parents have information they need to make well-informed
choices for their children, more effectively share responsibility with their children's
schools, and help schools develop effective and successful academic programs (this is
a reservation from the total Title I, Part A allocation).

$ 5,000

For Program Improvement Schools only: Title I, Part A Program Improvement (PI)
Professional Development (10 percent minimum reservation from the Title I, Part A reservation
for schools in PI Year 1 and 2)

$ 33,500

Other federal funds- Title 1, Part D Subpart 2 N&D- *(3025)*

$ 383,437

Total amount of federal categorical funds allocated to this school
$ 718,728

Total amount of state and federal categorical funds allocated to this school
$ 4,098,874

Recommendations and Assurances

The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.

3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (Check those that apply):

State Compensatory Education Advisory Committee _____ Signature

English Learner Advisory Committee _____ Signature

Special Education Advisory Committee _____ Signature

Gifted and Talented Education Advisory Committee _____ Signature

District/School Liaison Team for schools in Program Improvement _____ Signature

Compensatory Education Advisory Committee _____ Signature

Departmental Advisory Committee (secondary) _____ Signature

Other committees established by the school or district (list) _____ Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein performance.

6. This SPSA was adopted by the SSC at a public meeting on: May 16, 2018

Attested:

Jeff Hardig_____
Typed name of School Principal

_____
Signature of School Principal

_____
Date

Eva Marie Martinez_____
Typed name of SSC Chairperson

_____
Signature of SSC Chairperson

_____
Date