



Executive Summary

MCOE 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 will be provided an enriched educational experience through the leadership, support and service of the Monterey County Office of Education that prepares them for success as productive and contributing members of a global society.

What We Offer

It takes more than books and classrooms to provide children with a good education. It takes educators who are willing to invest themselves in our children's future. Like any other large organization, our schools require business, financial, professional development and technological resources to operate efficiently and effectively. That's where MCOE comes in.

Established more than 150 years ago by California's Constitution, MCOE provides vital resources to support the county's 24 school districts, two community colleges, and state university. Together, we work to give all of Monterey County's students, from pre-school through post-secondary, the tools they need to succeed in life.

MCOE ensures that all Monterey County school districts are fiscally responsible, providing financial oversight, accounting and payroll services, and other tools to ensure financial stability. It would not be cost effective for each school district alone to acquire the many services needed to operate. That's why MCOE is the districts' single source for an array of business, technology, professional development, credentialing, education, teacher recruitment, and support services. MCOE provides teacher, administrator, and instructional support services to improve teaching and learning in the classroom and increase achievement for all students.

MCOE also serves as the connection between our schools and the state and federal governments. Every year new laws are passed, new programs are mandated, and old programs are phased out. MCOE monitors changes in legislation and offers its staff as a resource to inform and train district administrators so that they stay current with changing laws that affect education.

Monterey County is a region of great demographic, economic, and cultural diversity. These forces create communities with unique needs. By looking at critical issues and sharing resources, the dedicated professionals of the Monterey County Office of Education work to address these needs.

In addition to supporting local school districts, the Monterey County Office of Education also operates unique educational programs serving students throughout Monterey County. Our alternative education program provides educational options county-wide for a variety of distinctive student populations. We serve at-risk students who have not been successful in traditional school environments through our Western Association of Schools and Colleges (WASC)-accredited community and institutional school programs. Our independent study program, also WASC-accredited, offers University of California (UC)-approved, online, on-campus, and blended course options for its students.

Alternative Education Department Mission

The mission of the Alternative Education Program 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 our role in assisting them in becoming responsible, stable, and contributing members of society.

The Alternative Education Programs mission is deliberately and fully aligned to the four pillars of the Monterey County Office of Education:

- Reach our goals for student achievement for all students
- Ensure the safety and health of our students
- Recruit and retain the most highly qualified teachers and staff
- Provide fiscal accountability for every education dollar

Expected School-wide Learning Results (ESLRs)

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 responsibility

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

Introduction:

LEA: Monterey County Office of Education Contact: Faris Sabbah, Assistant Superintendent fsabbah@monterey.k12.ca.us LCAP Year: 2014-2015

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

Involvement Process	Impact on LCAP
<p>Eighteen meetings were held during the months of January, February, March and April for various stakeholder groups including: parents, community members, school site councils, certificated staff, classified staff, local bargaining unit members and members from probation. Of particular success was the community input meeting which included, 56 parents, 10 students, 7 certificated staff members, 4 classified staff members, and 3 community members.</p> <p>An explanation of the Local Control Funding Formula (LCFF) and Local Control Accountability Plan (LCAP) was presented at these meetings and participants were asked for written and verbal feedback throughout the meetings. Surveys were distributed and collected at the end of each meeting in addition they were mailed out to parents in both English and Spanish. Paper surveys were made available for students, parents and staff alike. Additionally, staff members were given the opportunity to respond by email. In total, the Alternative Education Department received and reviewed 153 student, 40 parent and 23 staff surveys.</p>	<p>Surveys and interview data from LCAP advisory groups and the input team were collected and compiled to provide input prior to development of the draft version of the LCAP. Strong themes were evident throughout the data collected which led to consensus of key focus areas.</p> <p>Key focus areas that were identified by this data indicate a need for: increased professional development in the implementation of common core standards and integrating technology use by teachers and students with the goal of demonstrating growth in academics; improvement of school climate; student support and student services provided by school social worker for crisis intervention, need to recruit and retain highly qualified bilingual teachers, ongoing counseling and community services for all students; transitional specialist to support student needs as they transition into and out of Alternative Education school placements; support for post-secondary transitions to vocations, college and/or career technical education and transportation for students to and from Alternative Education Program sites during the summer and for student field trips and activities.</p>

Involvement Process	Impact on LCAP
<p>Small Group Student Input In addition to the individual surveys, students were given the opportunity to participate in the LCAP development process through small group interviews at their school sites. A plan was developed for site based school staff to facilitate small groups of students through a discussion to inform students of the LCAP process and identify priorities for their school sites. Narratives, notes, charts and observational data from these meetings were evaluated by the team leaders to identify themes.</p> <p>PowerPoint presentations describing the LCFF and LCAP development process began in January and continued through March. These presentations outlined current instructional practices addressing the 10 state priority areas. Recent statewide testing data was presented and discussed, and the professional development plan to address common core implementation was outlined. Input from these various meetings guided the LCAP Team in creating the initial draft of the plan.</p> <p>Additionally, community members, partners in the Foster Youth care system, Monterey County Probation and Monterey County Children’s Behavioral Health attended MCOE LCAP meetings specifically focusing on State Priority 9 & 10 and the needs of expelled youth and Foster Youth. Input was gathered to develop actions to address the needs of Foster Youth Services, probationary youth and those who are expelled from their districts of residence.</p> <p>The Public Hearing of the LCAP took place before the Monterey County Board of Education on June 11, 2014.</p>	<p>Stakeholder input indicated that the following Foster Youth student services should continue: provide education liaisons, support transition services, and develop education plans for students in foster care. It was recommended that Alternative Programs should maintain an educational database for youth who are on probation and/or expelled. Lastly, a need was identified to train and link Alternative Education, school districts, courts, child welfare and juvenile probation officers to best support student academic and social development needs as related to educational progress.</p>

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	GOAL			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroup(s) (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP Year 1 2014-15	LCAP Year 2 2015-16	LCAP Year 3 2016-17	
A. Conditions of Learning:								
<p>A1. Need: There is a need to increase teacher training in Common Core State Standards (CCSS) and Next Generation English Language Development Standards</p> <p>A1 Metrics: Percentage of teachers trained in CCSS and ELD standards</p>	<p>A1. Goal All teachers will receive intensive, ongoing training, coaching, and support in the implementation of Common Core State Standards (CCSS) and Next Generation ELD Standards</p>	All	All		50% of all staff will be provided professional development for the implementation of CCSS and Next Generation English Language Development Standards,	100% of all staff will be provided professional development for the implementation of CCSS and Next Generation English Language Development Standards,	Full Implementation of CCSS and Next Generation English Language Development Standards	Priorities 1, 2
<p>A2. Need: Student need access to a wide range of courses with appropriate materials (core and intervention) aligned to standards</p> <p>A2 Metrics: Materials and Course Access Survey for Students and Staff. Review of Student Academic Plans</p>	<p>A2. Goal All students will have access to a wide range of courses that support student progress towards graduation, career preparation, and skills development. Course will utilize appropriate materials.</p>	All	All		Determine the scope of student access to a wide range of courses and appropriate materials as evaluated by student and staff surveys and a review of student academic plans	Increase the scope of student access to a wide range of courses and appropriate materials and course as evaluated by student and staff surveys and a review of student academic plans	Increase the scope of student to a wide range of courses and appropriate materials and course as evaluated by student and staff surveys and a review of student academic plans	Priorities 1, 7

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	GOAL			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroup(s) (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP Year 1 2014-15	LCAP Year 2 2015-16	LCAP Year 3 2016-17	

A. Conditions of Learning: (cont.)

<p>A3 Need: A need exists to maintain a countywide plan for students to be supported as they transition to other appropriate educational settings or graduation/GED passage.</p> <p>A3 Metrics: Number of expelled students who transition to school settings and demonstrate active attendance and school progress</p>	<p>A3 Goal: Students' needs will be supported as they transition into and out of Alternative Education school placements.</p>	<p>expelled youth (more than 50% of population)</p>	<p>All</p>		<p>Increase successful transition of students, including expelled youth, to other appropriate educational settings by 2%.</p>	<p>Increase successful transition of students, including expelled youth, to other appropriate educational settings by 2%.</p>	<p>Increase successful transition of students, including expelled youth, to other appropriate educational settings by 2%.</p>	<p>Priority 9</p>
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Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	GOAL			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroup(s) (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP Year 1 2014-15	LCAP Year 2 2015-16	LCAP Year 3 2016-17	
A. Conditions of Learning: (cont.)								
<p>A4 Need: Many students are unable to attend school for lack of transportation for summer services.</p> <p>A4 Metric: Number of students who participate in summer programs</p>	<p>A4 Goal: The number of students who participate in MCOE Summer programs will increase to improve student achievement and reduce summer learning loss</p>	All	All		Identify a baseline of students who need transportation. Provide transportation to increase the number of students who participate in Summer Programs	Continue to provide transportation to increase the percentage of students participating in Summer Programs by 10%	Continue to provide transportation to increase the percentage of students participating in Summer Programs by 10%	Priority 4, 7
<p>A5 Need: Child welfare agencies, districts, juvenile courts and county Foster Youth services currently do not have access to a comprehensive data base.</p> <p>A5. Metric: Percentage of Foster Youth whose profile is complete in the database. Percentage of County and district liaisons trained in using the database.</p>	<p>A5 Goal: MCOE will implement a database to track the progress of foster youth across Monterey County.</p>	Foster Youth	Countywide		<p>Acquire, install, and begin to populate a comprehensive Foster Youth education database.</p> <p>Identify all county and district liaisons responsible for supporting Foster Youth and provide training in use of the database</p>	<p>Comprehensive online database will contain 75% of all foster youth in Monterey County.</p> <p>Increase the percentage of identified county and district liaisons (responsible for supporting Foster Youth) who are proficient in the use of the database by 25%</p>	<p>Comprehensive online database will contain 90% of all foster youth in Monterey County.</p> <p>Increase the percentage of identified county and district liaisons (responsible for supporting Foster Youth) who are proficient in the use of the database by 25%</p>	Priority 10

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	GOAL			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroup(s) (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP Year 1 2014-15	LCAP Year 2 2015-16	LCAP Year 3 2016-17	
B. Pupil Outcomes								
<p>B1 Need: There is a need to identify the academic skills of students to target instruction and intervention</p> <p>B2 Metrics: Number of students assessed using AIMSWEB Performance on Smarter Balanced Assessment Consortium (SBAC) Assessments</p>	<p>B1. Goal Teachers will utilize authentic formative assessments to identify student needs and target instruction and intervention to improve student achievement</p>	All	All		Teachers will receive training and support in the quarterly implementation of AIMSWEB and other formative tools for ELA and Math to monitor and inform students of their progress.	75% of students will be assessed quarterly using AIMSWEB and other formative tools for ELA and Math to monitor and inform students of their progress.	100% of students will be assessed quarterly using AIMSWEB and other formative tools for ELA and Math to monitor and inform students of their progress.	Priorities 4,8
<p>B2 Need: English Learners need targeted support</p> <p>B2 Metrics: English Learner performance on CELDT and Reclassification to Fluent English Proficiency</p>	<p>B1. Goal EL students will receive targeted support to meet their language development needs as measured by performance on the CELDT and reclassification</p>	English Learners	All		Teachers will receive training and support in the quarterly implementation of AIMSWEB and other formative tools for ELA and Math to monitor and inform students of their progress.	75% of students will be assessed quarterly using AIMSWEB and other formative tools for ELA and Math to monitor and inform students of their progress.	100% of students will be assessed quarterly using AIMSWEB and other formative tools for ELA and Math to monitor and inform students of their progress.	Priorities 4,8

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	GOAL			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroup(s) (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP Year 1 2014-15	LCAP Year 2 2015-16	LCAP Year 3 2016-17	
Priority C: Engagement								
<p>C1 Need: There is a need to offer bilingual access and increase parent participation in school meetings and events</p> <p>C1 Metrics: Number of parents attending individual student conferences and school-wide meetings and events Number of meetings presented with bilingual interpretation</p>	<p>C1. Goal Increase the number of parents who are identified as actively participating in school activities as measured by meeting sign-in sheets at school events (SSC's, ELAC, DELAC, DAC, open houses, & other school functions) and California School Parent Survey.</p>	All	All		MCOE will develop a system to identify the level of parent involvement that includes meeting sign-in sheets at school events and California School Parent Survey.	The percentage of parents who are identified as actively participating (as measured by meeting sign-in sheets at school events and California School Parent Survey.) will increase by 5%	The percentage of parents who are identified as actively participating (as measured by meeting sign-in sheets at school events and California School Parent Survey) will increase by 5%	Priority 3

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	GOAL			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroup(s) (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP Year 1 2014-15	LCAP Year 2 2015-16	LCAP Year 3 2016-17	
<p>C2 Need: There is a need to reduce suspensions, and increase student attendance.</p> <p>C2 Metrics: Days of positive student attendance, and suspensions</p>	<p>C2 Goal MCOE Alternative Education Programs will improve the school climate and increase accessibility to school sites. PBIS will include:</p> <ul style="list-style-type: none"> • Consistent Discipline Referral Process & Procedures • Use of School wide Expectation and Rules • A Reward system with effective consequences 	All	All		<p>MCOE will implement Positive Behavior and Intervention Support (PBIS) Discipline DATA to reduce discipline referrals, reduced suspensions and increase student attendance</p>	<p>Discipline Referrals and Suspensions will decrease by 5% and attendance will increase by 1% as a result of the implementation of PBIS</p>	<p>Discipline Referrals and Suspensions will decrease by 5% and attendance will increase by 1% as a result of the implementation of PBIS</p>	Priority 5,6

Section 3: Actions, Services, and Expenditures

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

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

Section 3 - SBE LCAP Template							
Goals & Progress Indicator Chart							
Goal (Include & identify all goals from section 2)	Related State & Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of Actions/ Services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year Year 1: 2013-14	Year 2: 2014-15	Year 3: 2015-16
A1	1,2	Improve the effectiveness of Professional Learning Communities to increase student achievement	LEA-wide		Materials, curriculum, facilitators/consultant , substitutes, training \$100,000.00 (Supplemental and Concentration)	Materials, curriculum, facilitators/consultant , substitutes, training \$75,000.00 (Supplemental and Concentration)	Materials, curriculum, facilitators/consultant, substitutes, training \$50,000.00 (Supplemental and Concentration)

Section 3 - SBE LCAP Template

Goals & Progress Indicator Chart

Goal (Include & identify all goals from section 2)	Related State & Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of Actions/ Services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					A2	1,7	Purchase and fully implement a web-based data management benchmark system
C1	3	Provide school communications in the home language; provide bilingual services for parent meetings	LEA-wide		Translation, interpretation \$25,000.00 (Supplemental and Concentration)	Translation, interpretation \$25,000.00 (Supplemental and Concentration)	Translation, interpretation \$25,000.00 (Supplemental and Concentration)
C2	5,6	Implement Multi-tiered Behavioral System of Support for all staff: administrators, certificated, classified, and collaborative staff	LEA-wide		Professional development, materials, substitutes, incentives \$143,750.00 (Supplemental and Concentration)	Professional development, materials, substitutes, incentives \$142,500.00 (Supplemental and Concentration)	Professional development, materials, substitutes, incentives \$142,500.00 (Supplemental and Concentration)
A4	4,7	Increase and improve summer transportation services to support home to school, school to school, school to home, field trips, and community activities.	LEA-wide		Bus passes, staffing, summer transportation, field trip transportation, replacement of vehicles that need to be surplusd \$115,000.00 (Supplemental and Concentration)	Bus passes, staffing, summer transportation, field trip transportation, replacement of vehicles that need to be surplusd \$145,000.00 (Supplemental and Concentration)	Bus passes, staffing, summer transportation, field trip transportation, replacement of vehicles that need to be surplusd \$145,000.00 (Supplemental and Concentration)

Section 3 - SBE LCAP Template

Goals & Progress Indicator Chart

Goal (Include & identify all goals from section 2)	Related State & Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of Actions/ Services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					C2	5,6	Hire personnel to provide referrals to social services, crisis counseling, and harm reduction, provide appropriate technology, materials, and work station
A3	9	Hire personnel to oversee/monitor/facilitate services for expelled youth, provide appropriate technology, materials, and work station	LEA-wide		Expelled youth transitions counselor \$100,000.00 (Supplemental and Concentration)	Expelled youth transitions counselor \$100,000.00 (Supplemental and Concentration)	Expelled youth transitions counselor \$100,000.00 (Supplemental and Concentration)
A2	1,7	Increase Career Technical Education programs to support preparing students for careers, provide appropriate technology, materials, and work station	LEA-wide		College/career transition specialist, college/career readiness curriculum \$115,000.00 (Supplemental and Concentration)	College/career transition specialist, college/career readiness curriculum \$115,000.00 (Supplemental and Concentration)	College/career transition specialist, college/career readiness curriculum \$115,000.00 (Supplemental and Concentration)
A2	1,7	Offer access to online A-G approved/grad credit accrual software	LEA-wide		Software licensing for Cyber High/PASS Program \$6250	Software licensing for Cyber High/PASS Program \$7500	Software licensing for Cyber High/PASS Program \$7500

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

Section 3 - SBE LCAP Template							
Goals & Progress Indicator Chart							
Goal (Include & identify all goals from section 2)	Related State & Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of Actions/ Services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year 1: 2013-14	Year 2: 2014-15	Year 3: 2015-16
1 - 5	See 3A above	For low income students					
B2	4,8	For English learners, provide ELA/ELD instruction for improve CELDT levels and CAHSEE passage rates	LEA-wide		Instructional Paraprofessional II \$55,000.00 (Supplemental and Concentration)	Instructional Paraprofessional II \$55,000.00 (Supplemental and Concentration)	Instructional Paraprofessional II \$55,000.00 (Supplemental and Concentration)
A5	10	For Foster Youth, develop a countywide plan to support foster youth. Develop and maintain a comprehensive Foster Youth education data base in collaboration with the Department of Student Services.	LEA-wide		Involve stakeholders, including Foster Youth student leaders, to design a countywide plan to support Foster Youth. (No cost) Student licenses for a foster youth data management system \$3,000.00 (Supplemental and Concentration)	Involve stakeholders, including Foster Youth student leaders, to implement a countywide plan to support Foster Youth. (No cost) Student licenses for a foster youth data management system \$3,000.00 (Supplemental and Concentration)	Involve stakeholders, including Foster youth leaders, to implement a countywide plan to support Foster Youth. (No cost) Student licenses for a foster youth data management system \$3,000.00 (Supplemental and Concentration)

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

MCOE Alternative Education Department believes that a strong instructional program should be the entry point for supporting all students-especially at risk students. For this reason, MCOE Alt Ed has chosen to use the majority of its proportionate share of the total LCFF increase (\$ 868,000.00 for the current LCAP year) to strengthen core instructional programs. Resources will be focused primarily on multi-tiered systems of support, increased technology infrastructure aligned with the Common Core; and services to support the social and emotional health of EL, expelled, probationary, and Foster Youth students. Additionally, MCOE Alt Ed will provide professional development opportunities for both certificated and classified personnel to support the aforementioned groups of students. A complete and detailed explanation of resources can be found in Sections 3A and 3B of this LCAP document.

For the current LCAP year, MCOE Alt Ed is providing the following district-wide:

- Professional development for the implementation of Common Core State Standards
- Implementation of benchmarking tool to assimilate student data
- Increased translation and interpretation for parent involvement
- Multi-tiered system of support
- Increased summer transportation services
- Increased access to school social service clinicians
- Increased transitional services and support
- Increased Career Technical Education programs and services

Due to the demographics of our population (75% low income students, 50% English learners, and approximately 5% Foster Youth for Monterey County) we will be utilizing our entire base, concentration, and supplemental funding sources to provide actions and services.

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

Currently, in MCOE Alternative Education Programs, the increase in proportionality for English Learners, Low Income Students, Expelled Students, and Foster Youth is 28% in the 2014-2015 school year.

The calculation was obtained by dividing the supplemental and concentration amount received of \$1,238,513 by the total base amount received of \$4,374,510 yielding a minimum proportionality percentage of 28%. When this percentage is applied to the 13-14 unduplicated expense, we obtain the total additional funds needed to be expended of \$866,729.92. In order to ensure equity, we recognize the need to improve and expand services for our most at risk students. The expenditures included in this plan total \$868,000 going above the calculated proportionality requirement.(See attached Proportionality Calculation).

In line with MCOE Alternative Education Programs' core vision, mission statement and goals, the following actions and services are designed specifically to increase achievement for English Learners, Low Income Students, Expelled Students, and Foster Youth. The District will focus energy and resource in four key areas that collectively address the 10 LCFF priorities:

- Students will demonstrate measureable growth in academics.
- MCOE Alternative Education Programs will improve the school climate.
- Students' needs will be supported as they transition into and out of Alternative Education school placements.
- Post-secondary transitions (to vocations, college and/or career technical education) will be directed and supported to assure long term success.
- Improve data systems and services for Foster Youth

Specific actions to support these key areas include, but are not limited to, professional development related to Common Core State Standards and ELA/ELD instructional strategies, increased counseling services, increased parental involvement opportunities, and access to college and career pathways.

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

Proportionality Calculation

To calculate the minimum proportionality percentage, determine the funding provided for eligible pupils related to the increase for supplemental and concentration grants and divide that by the total Alternative Education funding less the funding provided for eligible pupils. This gives you the minimum proportionality percentage. MCOE is allocating \$868,000 to the Alternative Education program which exceeds our minimum proportionality percentage of 28%.

Alternative Education Juvenile Court and Community Schools

Total amount received for supplemental and concentration	\$	1,238,513.00
Total base amount	\$	4,374,510.00
Minimum proportionality percentage		28%
13-14 Unduplicated Expense	\$	3,095,464.00
Increase in funds percentage		28%
Total additional needed to be spent on subgroups	\$	866,729.92

Description	Anticipated Expense
Professional Learning Communities Consultant	\$100,000
Web-based Data System	\$5,000
Translator	\$25,000
Professional Development	\$143,750
Transportation Services	\$155,000
School Social Service Clinicians	\$180,000
Youth Counselor	\$90,000
College to Career Specialist	\$105,000
ELA/ELD Instructor	\$55,000
Cyber High / PASS	\$6,250
Foster Youth Data Base	\$3,000
Total Supplemental/Concentration	\$868,000