

Monterey County Alternative Education 2018-19 Local Control Accountability Plan

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2017-20 Plan Summary

The Story

Briefly describe the students and community and how the LEA serves them.

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

The current organizational structure consists of four support teams:

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

For the 2018-19 school year, we will be modifying our organizational structure and will be revising our goals and action items to remain aligned to the Local Control Funding Formula (LCFF) priorities.

2017-18 Student Demographics

On California Basic Education Data Systems (CBEDS) day for the 2017-18 school year, the snapshot of total enrollment for Salinas Community School was 194 students and 85 students for Wellington Smith. Our Free and Reduced Lunch rate on CBEDS day for the 2017-18 school year for Salinas Community is 93% students and 100% students for Wellington Smith.

The enrollment by ethnicity for the 2017-18 school year is:

Ethnicity	Salinas Community	Wellington Smith
Hispanic or Latino	87 %	87.2 %
American Indian or Alaska Native; Not Hispanic	.5 %	0 %
Filipino	.5 %	0 %
Black of African-American	.5 %	5.8 %
White	9 %	4.7 %
Asian	1 %	0 %
Two or More Races	1 %	2.3 %
Hawaiian / Other Pacific Islander	.5 %	0 %
Not Reported	0 %	0 %

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

Subgroup	Salinas Community	Wellington Smith
Title 1 Migrant	0	0
Special Education	26	19
Socio-Economically Disadvantaged	185	56
English Learners	74	42

School Programs

As of 2017, the Alternative Education Department is running seven county community schools and contract learning programs: Silver Star Youth Program, Silver Star Resource Center, Innovative Technology Arts Pathway (iTAP), Sea Air Fire Earth Transportation Pathway (SAFE), South Monterey County Soledad Center, and the King City / Greenfield Center.

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

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

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

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

Alternative Education programs are currently staffed with 15.0 full-time certificated regular teachers, 3.0 Special Education teachers, 2.0 school social workers, 12.0 classified instructional paraprofessionals (IP), 1.0 education liaison, 3.0 student information technicians, 1.0 school secretary, 1.0 community liaison, 1.0 food services clerk and 1.0 custodian.. Independent Contracts are maintained for a school psychologist and speech pathologist as needed. The administrative management team includes 1.0 senior director, 1.0 principal, 1.0 program coordinator II (SPED/Pupil Services), 1.0 program coordinator I (college and career readiness), 1.0 program specialist II (court liaison), and 1.0 administrative assistant III.

For many students, violence in their neighborhoods is a constant issue. Children and youth impacted by emotional and behavioral challenges and their families have access to numerous agencies and support providers. The Community Alliance for Safety and Peace (CASP) is a unique Monterey County - City of Salinas coalition of government, service agencies (Department of Social and Employment Services, Health Department, Probation, District Attorney), youth serving

organizations, non-profits, faith community, businesses, and community-based organizations. Building Healthy Communities (BHC) Group of East Salinas is composed of local grantees, residents, youth, and community leaders and aims to improve the health of East Salinas so that children are healthy, safe, and ready to learn. The outcomes include keeping children and families safe from violence, all children having health coverage, shifting health and family-focused services from resources to prevention, and supporting healthy youth development. The Alternative Education Department works closely with these agencies to provide supplemental support for our students. Other agencies, programs, and initiatives that act as partners with MCOE Alternative Education include:

- Global Majority
- Harmony at Home
- Panetta Institute
- Ventana Wilderness
- Ventana Wildlife
- Building Healthy Communities
- Action Council
- California State University, Monterey Bay
- Hartnell Academy for College Excellence (ACE)
- Youth Adult Resource Collaborative
- One-Stop Career Centers (including OET)
- Turning Point
- Child Health & Disability Program
- Child Advocacy Center
- Department of Social and Employment Services (DSES)
- Children's Behavioral Health
- Wrap Around
- Monterey County Screening Team for Assessment Referral and Treatment (MCSTART)
- Santa Lucia Program for Females
- Crisis Support Team
- Probation Department / Juvenile Justice
- Repeat Offender Prevention Program (ROPP)
- Juvenile Justice Crime Prevention Act (JJCPA)
- Silver Star Resource Center
- Monterey County District Attorney - Deputy District Attorney (DDA)
- Mentally Ill Offender Crime Reduction (MIOCR) Grant
- Rancho Cielo Youth Campus
- Victim Impact Class
- Foster Youth Services
- Migrant Education
- Head Start
- Monterey County Business and Education Research Institute (MCBERI)
- Monterey County Business Council (MCBC)
- Central Coast Career Readiness Consortium (CCCRC)
- Court Appointed Special Advocate (CASA)
- San Andreas Regional Center (SARC)
- Door to Hope
- Peacock Acres
- Hartnell College
- Sheriff's Department

College and Career Readiness

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

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

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

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

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

Special Education

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

Foster Youth

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

LCAP Highlights

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

For the 2018-19 school year, the Alternative Education Department has identified new goals and actions and revised existing goals and actions to increase positive growth in student attendance, learning opportunities, health and wellness, course completion, academic skill development, college and career readiness, and transitions. These goals and actions include:

- Individualizing student goal setting, three times a year, for Reading Comprehension and Language Usage complimented by supplemental instruction for students performing below grade level in English Language Arts.
- Providing professional development for instructional staff including cross-curricular vocabulary instruction, the *Language Essentials for Teachers of Reading and Spelling* (LETRS), SDAIE (Specially designed academic instruction in English) and UDL (Universal Design for Learning).
- Increasing student participation in health and wellness enrichment through cultural diversity and conflict mediation coursework, ethnic studies classes, therapeutic and experiential outdoor learning, and Health and Nutrition coursework.
- Continuing positive attendance monitoring through student and parent communication, outreach and education.
- Facilitating successful student transitions through increased access to A-G and CTE courses, college and career readiness planning and exploration, expulsion plan monitoring, dual and concurrent enrollment.
- Increasing student participation in experiential learning opportunities, including work study programs, internships, field trips, and hands-on workshops.
- Providing local school districts professional development and support targeting foster youth enrolled in their schools.

Review of Performance

Greatest Progress

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

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

- NWEA testing was completed at all sites three times during the 2017-18 school year with a 95% completion rate for the Winter testing.
- Silver Star students experienced the Goodwill Hands On Kitchen and prepared meals for their families.
- All students who exited the Youth Center received Education Transition Plans.

- Conflict Management classes at Rancho Cielo and the Youth Center were facilitated by graduate students from the Middlebury Institute of International Studies.
- Outdoor education was provided by Ventana Wilderness Society for the students at Rancho Cielo, Silver Star and South County Independent Studies.
- Therapeutic and vocational education programming was provided by Hope, Horses and Kids for the South County Independent Study students.
- Attendance Workshops were delivered monthly, in Salinas and Soledad, for students and parents.
- The JCCASAC scholarship was awarded to three Alternative Education Program graduates.
- Parents of all students enrolling at Wellington Smith School received a Parent / Student Handbook.

Greatest Needs

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

Chronic Absenteeism

Even though our 2017-18 data indicates an increase in positive attendance, our students continue to struggle with chronic absenteeism, school stability and transition, and performing at grade level literacy. The department will continue to utilize the case management team, college and career readiness programs, and engaging instructional best practices to increase significant continuous participation and attendance.

Academic Performance / English Language Arts

Alternative Education students continue to need a faster rate of increase in literacy as indicated by the benchmark assessment (NWEA) scores in Reading and Language Usage. Although the average 9th-12th grade student with continuous participation has indicated growth, students continue to require significant improvement in a short timeframe. The Alternative Education Department will continue to utilize an entry benchmark literacy assessment (NWEA) and the English Language Proficiency Assessments for California (ELPAC) to support student learning goals.

College and Career Readiness

The 2017-18 LCAP parent, student, and stakeholder surveys identified the need for an increased effort in early identification and an enhanced individual student learning plan to provide successful transitions as students move from high school to postsecondary education and/or training. To accomplish this the department will increase student access to college and career readiness services and career technical education (CTE) programming.

Transition & School Stability

School stability and transition is a great concern due to the impact it has on the specific populations we serve; foster, homeless, expelled, and juvenile justice youth. Our current year data and LCAP stakeholder input will require our department and the foster youth program to revisit the intra- and inter-county communication and information gathering systems and individual learning plans that are part of the school stability and transition process and design a more efficient system.

Performance Gaps

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

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

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

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

While California graduation rates for almost every student subgroup have continued to improve over the last couple years, our 2017-18 graduation rate for our 12th grade students is 37.5%. Again this can be attributed to multiple school transitions and high absences rates. The implementation of a multi-tiered system of supports (MTSS) should improve educational outcomes for every student by ensuring culturally responsive and developmentally appropriate equitable academic and behavioral supports.

Increased or Improved Services

If not previously addressed, identify the two or three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

The MCOE will continue to improve services for low-income, foster youth, expelled, English language learners, and probation youth equitably across all programs. MCOE Alternative Education will continue to implement a student-driven transition plan, policy, and procedure and a multi-tiered system of supports (MTSS) to improve educational outcomes for every student by ensuring culturally responsive and developmentally appropriate equitable academic and behavioral supports. Our service to English learners will be increased by continuing to provide professional learning opportunities focused primarily on literacy development for all instructional staff, and increased literacy support for all students performing 3 years below grade level.

Budget Summary

Description

Amount

Total General Fund Budget Expenditures for LCAP Year:

\$ 95,343,353.00

Total Funds Budgeted for Planned Actions/Services to meet the goals in the LCAP for LCAP Year:

\$ 862,222.00

Total Projected LCFF Revenues for LCAP Year:

\$ 13,020,693.00

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

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

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

Additional funding to build a multi-tiered system of supports (MTSS) will be provided through a grant of \$25,000.

Annual Update

LCAP Year Reviewed: 2017-18

Goal 1

Summary

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.

Priorities

State: 1, 2, 4, 7, 8

Local: None

Expected Annual Measurable Outcomes

Metric/Indicator

Expected

Actual

NWEA Reading Score	220.00	206.00
NWEA Language Use	200.00	206.00
CELDT Progress	2.90	3.50

Actions/Services

Action 1

Planned

Students will participate in individualized goal setting with instructional staff at least twice a year focused on the NWEA growth worksheet and the student literacy learning map portfolio. Alternative Education will improve services for English Language Learners through the differentiated learning map process.

Actual

Alternative Education students participated in three testing cycles for NWEA during fall, winter, and spring in reading comprehension and language usage. Diagnostic scores were made available to staff, students, and parents. Teachers and para professionals met individually with each student and reviewed test results. Together teachers and students set goals in reading comprehension and language usage. Throughout the process staff, students, and parents monitored and evaluated growth in reading comprehension and language usage.

Budgeted Expenditures

Source	Reference	Amount
Sup./Conc.	5000-5999	20,000.00
Total:		\$ 20,000.00

Estimated Actual Expenditures

Source	Reference	Amount
Sup./Conc.	5000-5999	20,000.00
Total:		\$ 20,000.00

Action 2

Planned

Instructional peers and school administration will observe evidence of explicit cross-curricular vocabulary instruction in all classroom environments

Actual

This year the Alternative Education program was not able to support teachers in walk-throughs due to the high volume of substitutes needed to staff the regular teaching rotation and budget reductions due to

through quarterly instructional walk-throughs. Funds will be used for substitute staff coverage.

reduced enrollments. Teachers were not given professional development time to develop the walk-through rubric due to a lack of time and resources.

Budgeted Expenditures

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

Estimated Actual Expenditures

Source	Reference	Amount
No Expenditures.	Total:	\$ 0.00

Action 3

Planned

All instructional staff will be certified in six of the twelve modules of the *Language Essentials for Teachers of Reading and Spelling* (LETRS) by December 2018.

Actual

Professional development for literacy was not implemented this year due to budget reductions as a result of declining enrollments. A literacy development plan is developed and ready for implementation during fall 2018.

Budgeted Expenditures

Source	Reference	Amount
Supplemental	5000-5999	10,000.00
Total:		\$ 10,000.00

Estimated Actual Expenditures

Source	Reference	Amount
No Expenditures.	Total:	\$ 0.00

Action 4

Planned

Instructional staff will be given the opportunity to participate in professional learning opportunities focused on language use and differentiation to include SDAIE (Specially designed academic instruction in English) and UDL (Universal Design for Learning).

Actual

Professional development for literacy was not implemented this year due to budget reductions as a result of declining enrollments. A literacy development plan is developed and ready for implementation for fall 2018.

Budgeted Expenditures

Source	Reference	Amount
Grant	5000-5999	10,000.00
Total:		\$ 10,000.00

Estimated Actual Expenditures

Source	Reference	Amount
No Expenditures.	Total:	\$ 0.00

Action 5

Planned

Students performing below grade level in English Language Arts will receive supplemental instruction in language and reading development.

Actual

Thirty students from the Silver Star Resource Center, Youth Center, and Rancho Cielo, who were performing below grade level, received additional tutoring in English language development from Cal State University Reading Center tutors.

Budgeted Expenditures

Source	Reference	Amount
Title I	5000-5999	14,000.00
Total:		\$ 14,000.00

Estimated Actual Expenditures

Source	Reference	Amount
Title I	5000-5999	10,000.00
Total:		\$ 10,000.00

Action 6

Planned

Engage in literacy instruction through the use of Character Based Literacy (CBL) integrated instruction design in all court school programs.

Actual

This year the Alternative Education program re-established Character Based Literature as its primary English Language Arts curriculum. We made sure all teachers had access to and used lesson plans with extensions and tools for ELL's, SPED, students performing below grade level, and advanced students.

Budgeted Expenditures

Source	Reference	Amount
Supplemental	4000-4999	4,000.00
Total:		\$ 4,000.00

Estimated Actual Expenditures

Source	Reference	Amount
Sup./Conc.	4000-4999	4,000.00
Total:		\$ 4,000.00

Action 7

Planned

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

Actual

The Alternative Education Department replenished the Character Based Literature reading inventory ensuring all teachers had access to reading materials and were supported with lesson plans. We invested in non-fiction reading materials to compliment core and CTE coursework for each program with a focus on our pathway programs in the Salinas Community School. Due to budget reductions, we spent \$5,000 rather than the originally budgeted \$12,000.

Budgeted Expenditures

Source	Reference	Amount
Sup./Conc.	4000-4999	12,000.00
Total:		\$ 12,000.00

Estimated Actual Expenditures

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

Goal 1 Analysis

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

The 2017-18 school year was a success in that Alternative Education was able to facilitate participation by students in the NWEA diagnostic assessment at significant and appropriate rate. Alternative Education was able to test more than 90% of Alternative Education students during the three testing cycles. Though we have the results of the assessments and have reviewed them individually with students and parents, Alternative Education has not completed a

comprehensive analysis of growth related to language usage and reading comprehension for the department as a whole. We, however, do notice growth overall for individual students in lanaguage usage and reading comprehension based on individual scores.

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

The actions and services completed to achieve the goal of increased growth in reading comprehension and language usage, as indicated by NWEA, was very effective. It was a big effort to run three testing cycles and achieve valid testing scores for each student in reading comprehension and language usage. The next step for Alternative Education includes further interpretation of the data, how to share it with students and parents in a relevant manner, and set growth goals. Today we are pleased to use diagnostic scores from NWEA to inform instruction and provide insight when case managing a student. As we continue forward with this process we will be able to complete a comprehensive analysis of growth by student, site, and program in addition to sub groups such as ELL's, SPED, foster, homeless, adjudicated youth, inter-district agreements, free and reduced lunch status, and grade level.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The budgeted amount to achieve the goal and related actions was adequate in most cases with the exception of professional development to create a walk-through rubric to gauge cross-curricular vocabulary usage and substitutes to provide teachers release time to complete the walk-through. We anticipate to have a complete, permanent staff next year which should allow time to create the walk-through rubric and release time to visit other classrooms. We anticipate a similar level of funding from this year to be adequate for this goal and actions next year.

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

This goal and actions will remain very similar to what currently exists. The main adaptations are to focus the professional development for LETRS training from twelve modules to six modules for next year. We will faciliate specialized training for teachers and para-professionals to better understand data from NWEA and how to utilize the information to maintain clear insight about our students and how to drive instruction while getting students to take responsibility for their own learning as much as they can. The goal is to create more professional collaboration in an effort to support language development for Alternative Education students through enhanced instructional strategies and academic engagement related to reading comprehension and language usage. In line with this goal, we will create a data analysis protocol in order to better understand which of our practices have a positive impact on student outcomes.

Goal 2

Summary

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

Priorities

State: 2, 5, 6, 7, 8

Local: None

Expected Annual Measurable Outcomes

Metric/Indicator

Expected

Actual

Health and Wellness Course Completion Rate

85.00

NA

Student access to health and wellness programs

60.00

NA

Student participation rate in experiential learning through Outdoor Education across department

50.00

90.00

Actions/Services

Action 1

Planned

Equitable access to Global Majority 14-week cultural diversity and conflict mediation program for 80% of student population throughout the 2017-18 school year.

Actual

Global Majority provided four, fourteen week conflict mediation programs at the Youth Center and Rancho Cielo. The program was lead by one program coordinator from Global Majority and ten instructors from the Middlebury Institute of International Studies. The program provided direct access to skills and strategies used in non-violent, interest based negotiations to resolve large and small conflicts at the personal, professional, and global levels. One teacher was trained by the program coordinator from Global Majority as a potential trainer of trainers as we try to implement this model in more of our school sites. We did not reach 80% of Alternatvie Education students. The program reached approximately 40% of our students.

Budgeted Expenditures

Source	Reference	Amount
Sup./Conc.	5000-5999	25,000.00
Total:		\$ 25,000.00

Estimated Actual Expenditures

Source	Reference	Amount
Sup./Conc.	1000-1999	25,000.00
Total:		\$ 25,000.00

Action 2

Planned

Design and Implement a teacher-led Ethnic Studies course available to 80% of students for the 2017-18 school year.

Actual

This year Alternative Education rolled out Ethnic Studies in two locations, Rancho Cielo and the Youth Center. We successfully ran four, dual-enrollment Ethnic Studies courses with Hartnell College. We reached approximately 40% of our students in this effort.

Budgeted Expenditures

Source	Reference	Amount
Grant	5000-5999	10,000.00
Title I	1000-1999	10,000.00
Total:		\$ 20,000.00

Estimated Actual Expenditures

Source	Reference	Amount
	5000-5999	10,000.00
Title I	1000-1999	10,000.00
Total:		\$ 20,000.00

Action 3

Planned

Provide equitable access to therapeutic outdoor education courses and outdoor experiential learning opportunities equitably across all school programs

Actual

This year Alternative Education ran six, fourteen week, outdoor education programs with the Ventana Wilderness Society. We ran programs at Soledad, Rancho Cielo, and SAFE. Each program was lead by an outdoor education field instructor who worked with

within the district through teacher-led initiatives and partnerships with Ventana Wildlife Society and other local outdoor education non-profits.

our staff and students to participate in weekly outings to local nature reserves while studying field-based ecology. Alternative Education used half of allotted funds due to a budget deficit as a result of declining enrollments.

Budgeted Expenditures

Source	Reference	Amount
Grant	5000-5999	5,000.00
Sup./Conc.	1000-1999	5,000.00
Total:		\$ 10,000.00

Estimated Actual Expenditures

Source	Reference	Amount
Sup./Conc.	1000-1999	5,000.00
Total:		\$ 5,000.00

Action 4

Planned

Increase equitable food & nutrition access to 75% of community school students to include breakfast, lunch, and snack through the National Lunch Food Program, local food-banks, and food-industry partners.

Actual

Alternative Education provided lunch to four programs daily: Rancho Cielo, SAFE, ITAP, and Soledad. Our food services clerk ensured that serving facilities met health standards and that lunches were delivered and accounted for daily. Silver Star and Rancho Cielo were provided breakfast and snacks from the local food bank. We were able to provide approximately 75% of students food on a daily basis.

Budgeted Expenditures

Source	Reference	Amount
Sup./Conc.	5000-5999	30,000.00
Total:		\$ 30,000.00

Estimated Actual Expenditures

Source	Reference	Amount
Sup./Conc.	5000-5999	30,000.00
Total:		\$ 30,000.00

Action 5

Planned

Teacher led design of Health and Nutrition course to be implemented by January 1, 2018 to 50% of all students, with 100% of court school students as a sub-group; to include but not limited to: drug/alcohol use, equity and diversity, suicide prevention, HIV awareness, digital citizenship, cyber-bullying, post-traumatic stress, anxiety and related health issues.

Actual

Alternative Education was not able to develop a teacher lead health and nutrition course this year due to budget constraints and lack of permanent teachers as a result of teacher turnover and retention.

Budgeted Expenditures

Source	Reference	Amount
Grant	5000-5999	25,000.00
Sup./Conc.	5000-5999	5,000.00
Total:		\$ 30,000.00

Estimated Actual Expenditures

Source	Reference	Amount
No Expenditures.	Total:	\$ 0.00

Action 6

Planned

Through partnership with local non-profit organizations Alternative Education will Increase equitable provision of enrichment programs focused on trauma-informed healing practices to 80% of Juvenile Hall and Youth Center education students enrolled 60 concurrent days.

Actual

Alternative Education provided two semesters of trauma-informed healing practice at Rancho Cielo in partnership with Building Healthy Communities. Twenty-four students (about 50% of the enrollment) participated in the program once a week for two hours. This programming did not take place for the students at Wellington Smith.

Budgeted Expenditures

Source	Reference	Amount
Sup./Conc.	5000-5999	15,000.00
Total:		\$ 15,000.00

Estimated Actual Expenditures

Source	Reference	Amount
Sup./Conc.	5000-5999	15,000.00
Total:		\$ 15,000.00

Action 7

Planned

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

Actual

Alternative Education contracted a fully credentialed therapist through Harmony at Home who provided therapeutic counseling to students at SAFE and ITAP four days week. The therapist provided direct service to students 100% of her time. She was available to students during school hours, before school, and after school.

Budgeted Expenditures

Source	Reference	Amount
Sup./Conc.	5000-5999	87,040.00
Total:		\$ 87,040.00

Estimated Actual Expenditures

Source	Reference	Amount
Sup./Conc.	5000-5999	87,000.00
Total:		\$ 87,000.00

Goal 2 Analysis

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

Overall the objectives of goal two were supported with specific actions to meet the goal and were implemented with fidelity at a high level. We almost accomplished everything we aimed to complete with this goal minus the ability to reach as many students as we anticipated in some categories such as conflict management, a teacher lead health and nutrition course, and trauma informed healing. The quality of service was more important than the quantity of service. Going forward we plan to make adjustments related to our expectations regarding the number of students served and the way in which we go about increasing that number. One idea is to train trainers so we can perform the functions as a department rather than contracting direct services through outside agencies that are resource and time intensive.

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

Overall the implementation of prescribed actions to meet goal two proved to be effective. We enrolled and maintained continuous participation for students who entered our program through effective program management allowing us to support the whole child while providing exposure to key areas that focus heavily on social-emotional and well being in

order for students to be engaged learners.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The designated budget amount was appropriate and fully expended on actions to meet the goal with the exception of the health and nutrition course developed by teachers. Next year Alternative Education should be able to meet the proposed action to develop a health and nutrition course through the stabilization of permanent staff. We are trying to recruit a teacher in the health sciences to accomplish this goal.

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

The goal and actions will remain mostly the same with the exception of reaching the number of students and programs desired. We realized that the budget and staffing resources allowed us to work and execute the actions prescribed to meet the goal, but at a reduced level. For example, it was not practical to impact such a high percentage of students in Alternative Programs through conflict management, trauma informed healing, and outdoor education.

Goal 3

Summary

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.

Priorities

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

Local: None

Expected Annual Measurable Outcomes

Metric/Indicator

Expected

Actual

Completed Individual Learning/Transition Plans

85.00

Completed transition tracking for 30/60/90 day of exited students

80.00

Graduation rate for +2 transitions in a school year

70.00

Actions/Services

Action 1

Planned

Increase A-G course offerings provided through Odysseyware course catalog.

Actual

Alternative Education purchased and implemented Odysseyware for all students in the community and court schools utilizing the bank of A-G course offerings. Thus the number of students taking A-G courses increased.

Budgeted Expenditures

Source	Reference	Amount
Included in Base	4000-4999	52,000.00
Total:	\$	52,000.00

Estimated Actual Expenditures

Source	Reference	Amount
Included in Base	4000-4999	52,000.00
Total:	\$	52,000.00

Action 2

Planned

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

Actual

Alternative Education coordinated college trips for ten foster youth to three different colleges with the Monterey County Foster Youth Program at the Monterey County Office of Education. The Monterey County Foster Youth Program sponsored the trips and Alternative Education did use its budget to finance these trips.

Budgeted Expenditures

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

Estimated Actual Expenditures

Source	Reference	Amount
No Expenditures.	Total:	\$ 0.00

Action 3

Planned

Provide increased transportation support to Foster, Homeless, Expelled, and Juvenile Justice Youth.

Actual

Alternative Education provided bus passes as needed to foster, homeless, expelled, and probation youth in all parts of the county to attend our programs in South Monterey County and Salinas as well as Hartnell College courses.

Budgeted Expenditures

Source	Reference	Amount
LCFF	5000-5999	5,000.00
Supplemental	5000-5999	2,000.00
Total:	\$	7,000.00

Estimated Actual Expenditures

Source	Reference	Amount
LCFF	5000-5999	5,000.00
Supplemental	5000-5999	2,000.00
Total:	\$	7,000.00

Action 4

Planned

Provide services and educational case management by a case manager who will collaborate with schools/districts, caregivers, social workers, and CASAs on school stability, education planning, evaluation, resource assistance, locating supplemental educational services, and higher education planning.

Actual

The Case Management Team, collaborating with schools/districts, caregivers, social workers, probation and CASA, provided education planning, evaluation, school transition, resource assistance, locating supplemental educational services, and higher education planning for identified students in both Salinas Community School and Wellington Smith School.

Budgeted Expenditures

Source	Reference	Amount
Title I	2000-2999	108,000.00
Total:	\$	108,000.00

Estimated Actual Expenditures

Source	Reference	Amount
Title I	2000-2999	108,000.00
Total:	\$	108,000.00

Action 5

Planned

Support and facilitate collaboration with the Epicenter by building capacity and increasing the ability to provide direct services such as tutoring and mentoring to foster, homeless, and juvenile justice students.

Actual

In conjunction with the Epicenter, Alternative Education offered tutoring to students who were foster, struggling in school, and / or attending college courses. There was a specific focus on tutoring with students taking dual enrollment college / high school courses.

Budgeted Expenditures

Source	Reference	Amount
Sup./Conc.	5000-5999	8,000.00
Total:		\$ 8,000.00

Estimated Actual Expenditures

Source	Reference	Amount
Sup./Conc.	5000-5999	8,000.00
Total:		\$ 8,000.00

Action 6

Planned

Research and design a county-wide cohesive transition communication system to incorporate data from multiple data platforms and student information system sources to best serve foster youth and adult transition special education students.

Actual

This action did not happen due to changing information systems and a lack of funding.

Budgeted Expenditures

Source	Reference	Amount
Supplemental	1000-1999	30,000.00
Total:		\$ 30,000.00

Estimated Actual Expenditures

Source	Reference	Amount
No Expenditures.	Total:	\$ 0.00

Goal 3 Analysis

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

The overall implementation of actions to meet goal three was successful in the meeting the objective to facilitate transitions for foster, homeless, expelled, adjudicated youth, and graduates. A major emphasis was placed on transitions for expelled youth, truant students, SPED students, and graduates. Five specialists from the Alternative Education department provided leadership and guidance in developing transition plans to help facilitate sound transitions. The five specialists include one court liaison, two social workers, one SPED coordinator, and a college / career readiness coordinator.

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

The effectiveness of the actions to meet the goal proved to be successful as represented by the high number of positive transitions for Alternative Education students. Expelled students were able to return to district when appropriate, many students earned their way off truancy probation, several students graduated and are attending college, working, or engaged in technical training towards a career.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The budget was overstated for this goal in terms of what was possible. We adjusted the budgeted based on need and priorities as it pertained to transitions. We realized this is a priority area that may require a shift in increased resources going forward.

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

The actions related to goal three will remain in tact with some exceptions. The first exception is the plan to implement a county-wide database to allow more cohesive data sharing for students in priority sub groups such as foster, ELL, expelled, probation, and socio-economically disadvantaged students. The county identified a database, IShare, that will allow this to happen; but districts and the county alike are exploring new student information systems that change the scope and possibilities of sharing data. It could be possible, but needs to be reevaluated. The second exception will be our ability to provide education planning, evaluation, school transition, resource assistance, location of supplemental educational services and higher education planning for identified students in both Salinas Community School and Wellington Smith School. Due to budget constraints, the two school social worker positions, which dealt with these tasks, were eliminated. We will need to revisit this action to determine if other staff have the bandwidth to handle these tasks.

Goal 4

Summary

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

Priorities

State: 5, 6, 7, 8

Local: None

Expected Annual Measurable Outcomes

Metric/Indicator

Expected

Actual

Monthly Attendance Rate

92.00

86.00

Term Course Completion Rate

5.00

4.5

College Course Completion

43.00

58.00

Actions/Services

Action 1

Planned

Implement enrollment and attendance monitoring through timely implementation of the Truancy Protocol and truancy letters.

Actual

Community School student attendance was monitored monthly and truancy letters were mailed to the parents and guardians of all students who had unexcused absences and tardies per our Attendance Protocol and California Education Code Section 48260.(a).

Budgeted Expenditures

Source	Reference	Amount
No Expenditures.	Total:	\$ 0.00

Estimated Actual Expenditures

Source	Reference	Amount
No Expenditures.	Total:	\$ 0.00

Action 2

Planned

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

Budgeted Expenditures

Source	Reference	Amount
LCFF	4000-4999	5,000.00
Total:		\$ 5,000.00

Actual

Parent and Guardian communication and outreach was facilitated through home visitations, personal phone messages, and student and parent meetings with the Principal, school staff and probation staff, as needed.

Estimated Actual Expenditures

Source	Reference	Amount
LCFF	5000-5999	5,000.00
Total:		\$ 5,000.00

Action 3

Planned

Provide education for students, parents and guardians on the impact of positive attendance through bi-monthly truancy workshops.

Budgeted Expenditures

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

Actual

Bi-monthly attendance and truancy workshops, facilitated by the school social workers and community liaison, provided Salinas Community School parents, guardians and students with strategies and approaches to implement and address barriers to getting to school and class and reduce chronic absenteeism.

Estimated Actual Expenditures

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

Action 4

Planned

Provide all students, with positive attendance, to work permits and/or work study, concurrent enrollment/dual enrollment, individualized incentives, and post-secondary community college bridge.

Budgeted Expenditures

Source	Reference	Amount
LCFF	5000-5999	100,000.00
Sup./Conc.	5000-5999	4,000.00
Supplemental	5000-5999	30,000.00
Total:		\$ 134,000.00

Actual

All Community School students who maintained positive attendance were approved for work permits, work study and dual/concurrent enrollment in community college courses. Individualized incentives for students with positive attendance did not happen as a result of the change in judicial leadership in the Monterey County Truancy Court.

Estimated Actual Expenditures

Source	Reference	Amount
LCFF	5000-5999	100,000.00
Sup./Conc.	5000-5999	4,000.00
Supplemental	5000-5999	30,000.00
Total:		\$ 134,000.00

Action 5

Planned

Provide whole class and individual lessons that engage all students through differentiation, application, and relevancy; including field trips, credit recovery, digital and project-based course offerings.

Actual

Teaching staff continued to provide whole class and individual lessons to engage all students through differentiation, application, and relevancy; including field trips, credit recovery, digital and project-based course offerings.

Budgeted Expenditures

Source	Reference	Amount
Sup./Conc.	5000-5999	25,000.00
Supplemental	5000-5999	22,000.00
Total:	\$	47,000.00

Estimated Actual Expenditures

Source	Reference	Amount
Sup./Conc.	5000-5999	25,000.00
Supplemental	5000-5999	22,000.00
Total:	\$	47,000.00

Goal 4 Analysis

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

While we did not meet the goal of 92% positive attendance for Salinas Community School, we did increase our attendance from 83% for 2016-17 to 86% for the 2017-18 school year. Using our case management approach, we were able to continue to implement our tiered truancy and chronic absenteeism prevention and intervention strategies. At the court schools, we maintained 99% positive attendance rate.

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

Our positive attendance increased from 83% for 2016-17 school year to 86% for the 2017-18 school year for Salinas Community School. This increase is the direct result of constantly working our tiered truancy and chronic absenteeism prevention and intervention strategies and frequent and persistent communication with students, parents and guardians through telephone calls, meetings, and home visits.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The entire budget allotted to truancy and student attendance was fully consumed. It was appropriate and sufficient in all areas except clerical support to send out truancy letters. Alternative Education had to employ alternative measures to fulfill the action of sending out truancy letters through having the court liaison send out the letters directly.

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

Due to budget cuts and reduction in staff, this goal will be heavily impacted for the 2018-19 school year. The two school social workers have facilitated the truancy and attendance workshops and implemented the attendance intervention plans for those students struggling with their attendance. These positions have been eliminated, so we will no longer be facilitating the workshops and completing the intervention plans. For the past two years, we have sent truancy letters to **all** students who are having attendance issues. For the 2018-19 school year, we will only be sending

truancy letters to students who are enrolled through inter district transfers per the Truancy Abatement Program facilitated by the Monterey County District Attorney. Student and parent communication regarding attendance will be facilitated by the staff at the school sites, the school principal and probation.

Goal 5

Summary

The Monterey County Office of Education, Foster Youth Services Coordinating Program will provide local school districts more opportunity for professional development and county-wide collaboration with Child Welfare with a 3% increase of district participation.

Priorities

State: 9

Local: None

Expected Annual Measurable Outcomes

Metric/Indicator

Expected

Actual

Participation of Foster Youth School Districts: 3% increase

71%

88.2%

Education Stability Planning Meetings: Increase by 5

25.00

91

County-Wide Foster Youth Chronic Absenteeism: Decrease 3%

20.5% base

20.5% 2016-17

County-Wide Annual Foster Youth Graduation Rate: Increase .5%

82%

72.7% est.

Actions/Services

Action 1

Planned

Maintain a Foster Youth Coordinator to work with County and School District partners to support Foster Youth across the county. The Foster Youth Coordinator shall facilitate the provision of educational support pursuant EC 42921 subdivision (d) and (e) to any pupil in foster care residing or attending school in the county or consortium of counties.

The Program Coordinator will work with school districts and the child welfare agency to develop transportation to school of origin protocols.

The Program Coordinator will continue to work with districts to provide technical assistance in the implementation of their LCAPs.

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

The Program Coordinator will continue to partner with local agencies and organizations to provide enrichment and supplemental educational service

Actual

MCOE maintained a foster youth coordinator (1.0 FYS Coord. funded .80=grant, .20=locally defined Title IV-E Department of Social Services). Program staff worked with 256 students and provided 1320 direct and indirect services.

The program coordinator worked with 2 school districts and the child welfare agency to develop transportation to school of origin protocols. The Interagency Transportation Agreement was finalized.

The program coordinator continued to work with districts to provide technical assistance in the implementation of their Local Control and Accountability Plans, primarily legislative assistance.

The program coordinator provided professional development to school staff on such topics as: legislative mandates, transitions, utilization of the Foster Youth Education Toolkit, Trauma Informed Schools, and conditions contributing to the vulnerability of foster youth, such as homelessness and human trafficking. The program coordinator also planned, hosted and facilitated local annual Foster Youth Education Summit, 113 participants attended.

programs. School districts are also able to refer their students to the enrichment opportunities provided by the FYSCP such as College & Career Readiness activities, one-on-one in-home therapeutic tutoring (Tier 2).

She provided professional development on Trauma Informed Practices and AB 490 – Educational Rights and Responsibilities.

The program coordinator continued to partner with local agencies and organizations to provide enrichment and supplemental educational service programs. Five school districts referred their students to the enrichment opportunities provided by the program such as college & career readiness activities.

The program was staffed with a .75 FTE student data analyst to provide daily, weekly, and monthly enrollment information to districts for students entering care, changing placements, or whose cases were closed. The student data analyst also provides support to the Department of Social Services in identifying school placement, facilitating the timely transfer of records, and ensuring school placement is accurate in data systems: Foster Focus and Calpads (.75 FTE = 100% locally defined Title IV-E Department of Social Services)

Budgeted Expenditures

Source	Reference	Amount
Grant	2000-2999	91,104.00
Grant	4000-4999	3,000.00
Grant	5000-5999	38,000.00
Title IV-E	2000-2999	60,736.00
Title IV-E	5000-5999	16,727.00
Total:		\$ 209,567.00

Estimated Actual Expenditures

Source	Reference	Amount
Grant	2000-2999	85,013.00
Grant	3000-3999	40,530.00
Grant	4000-4999	6,817.00
Grant	5000-5999	35,896.00
Title IV-E	2000-2999	72,905.00
Title IV-E	3000-3999	43,983.00
Total:		\$ 285,144.00

Action 2

Planned

Continue to fund an Assistant Manager (AM) whose primary focus is maintaining school stability for students experiencing a placement change. When a school change is imminent, AM provides transition assistance to ensure there is no delay in enrollment and facilitates the timely transfer of records.

Actual

Continued to fund an assistant manager whose primary focus was maintaining school stability for students experiencing a placement change. The assistant manager triaged school placement changes based upon the best interest determination of the educational rights holder, and the desire of the student. The assistant manager consulted with partner agencies and school districts regarding 39 students. (Salary change reflects cola increase, and step/level increase)

Budgeted Expenditures

Source	Reference	Amount
Grant	2000-2999	100,726.00

Estimated Actual Expenditures

Source	Reference	Amount
CDE FYSCP Grant	2000-2999	75,200.00

Total: \$ 100,726.00

Source	Reference	Amount
CDE FYSCP Grant	3000-3999	34,540.00
Total:		\$ 109,740.00

Goal 5 Analysis

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

The implementation of the actions/services of the FYSCP Program were fully implemented and well received with our districts and partner agencies and continues to grow as the year progresses. Though the end of the school year will more accurately reflect the data, at this point-in-time the invitations for the assistant manager to participate in Educational Stability Planning Meetings has already met and exceeded our expectations. Additionally, at this point-in-time, there has already been a substantial increase in the number of attendees (increased by 165 participants) at professional development training provided by the program coordinator indicating an increased need for the trainings.

The California Department of Education is continuing their efforts to accurately collect and analyze data for students in foster care. There have been anomalies that have surfaced this year with identification of foster youth in Calpads, specifically with districts who are still attempting to understand how foster youth mobility impacts their outcomes. FYSCP programs across the state are working with the CDE on an effective data measurement tool, for example when reporting cohort graduation data; an annual district report of foster students who graduated, is an example of data that would more accurately reflect graduation rates.

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

The districts were sent an electronic survey. The purpose of this survey was to determine what systems are currently in place, what services they offer, and areas for exploration. Additionally, the MCOE-FYSCP wanted to determine how to best support districts in their efforts to improve and increase services for foster students. Of the districts who responded, a sample of the results were:

Systems:

- 85% indicated they have, or are in initial implementation of having a systematic way to identify foster students
- 85% indicated they have, or are in initial implementation of a formalized transportation procedure for foster youth

LCAP:

- 57% indicated they are in initial implementation of including specific goals for foster students in their LCAPs, 14% are in full implementation 4% are in full implementation and sustainability

Academic Monitoring:

- 14% checked all 9 of the suggested services, while 43% answered four or fewer

Direct Services offered, some examples of results were as follows:

- 57% provide group tutoring, 28% provide individual tutoring, 43% provide socio-emotional counseling, 43% provide priority enrollment for credit recovery, and 43% provide priority enrollment for before and after school programs

Data gathered from The California Healthy Kids Survey (CHKS) indicates the need for improved school connectedness: 44% of all 10 and 11-year-olds in Monterey County reported that they, "Never", or "Only some of the time" feel close to someone at school, and older students showed similar outcomes at 47%. In line with all students in the CHKS, foster youth who attended our Annual Monterey County Foster Youth Education Summit in June of 2017, shared similar outcomes. The primary 'ask' from students was for school staff to create connections, to express care and concern, and to simply ask the student how he or she was doing. In other words, they too were looking for caring adults, school connectedness and to feel welcomed. According to Kidsdata.org, "School connectedness is associated with better

school attendance, retention, and test scores, and lower rates of emotional problems, substance abuse, early sexual initiation, violence, and other risky behaviors". The TIPS curriculum provided by the MCOE-FYSCP not only provides classroom strategies for supporting traumatized children, but also incorporates best practices.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

A position that was not formerly listed in the Budgeted Expenditure section, but has been staffed since July 2016 is a .75 FTE student data analyst. The student data analyst provides daily, weekly, and monthly enrollment information to districts for students entering care, changing placements, or whose cases were closed. The student data analyst also provides support to the Department of Social Services in identifying school placement, facilitating the timely transfer of records, and ensuring school placement is accurate in data systems (Foster Focus and Calpads). The student data analyst is 100% funded with Title IV-E- Dept. of Social Services grant.

The increase in the 4000s indicated the need to update some technology, higher than anticipated supplies and materials needs, plus the addition of a larger annual Summit.

The change in expenditures is due to the addition of benefits, which were not originally included in the estimated budget.

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

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

The inclusion of the student data analyst will be added in the actions/services (Action 1) section moving forward. This position is an essential part of district support services in accurately and efficiently identifying students in their schools so they can activate the services they have identified in their LCAPS for foster students.

Goal 6

Summary

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.

Priorities

State: 10

Local: None

Expected Annual Measurable Outcomes

Metric/Indicator

Expected

Actual

Rehabilitation Plan Completion

75.00

22.00

Return to Home District

20.00

5.00

Actions/Services

Action 1

Planned

Conduct quarterly workshops for districts on county-wide expulsion plan and expulsion hearing process.

Actual

Alternative Education was not able to fulfill this action related to the goal as a result of budget constraints, lack of human resources, and time to plan quarterly workshops with districts.

Budgeted Expenditures

Source	Reference	Amount
Grant	4000-4999	500.00
Total:		\$ 500.00

Estimated Actual Expenditures

Source	Reference	Amount
No Expenditures.	Total:	\$ 0.00

Action 2

Planned

Conduct quarterly meetings for districts and community partners on compliance and legal updates associated with alternative education juvenile justice youth.

Actual

Alternative Education was not able to fulfill this action related to the goal as a result of budget constraints, lack of human resources, and time to plan quarterly workshops with districts.

Budgeted Expenditures

Source	Reference	Amount
Grant	4000-4999	500.00
Total:		\$ 500.00

Estimated Actual Expenditures

Source	Reference	Amount
No Expenditures.	Total:	\$ 0.00

Action 3

Planned

Conduct annual county-wide alternative education best practices symposium.

Actual

Alternative Education was not able to fulfill this action related to the goal as a result of budget constraints, lack of human resources, and time to plan an annual county-wide alternative education best practices symposium.

Budgeted Expenditures

Source	Reference	Amount
Grant	5000-5999	1,000.00
Total:		\$ 1,000.00

Estimated Actual Expenditures

Source	Reference	Amount
No Expenditures.	Total:	\$ 0.00

Goal 6 Analysis

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

Alternative Education was not able to implement actions related to this goal due to budget constraints, lack of human resources, and time to plan as a result of a transition period with leadership and new staff and declining enrollments which impacted the budget.

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

Alternative Education was not able to implement actions related to this goal due to budget constraints, lack of human resources, and time to plan as a result of a transition period with leadership and new staff and declining enrollments which impacted the budget.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no expenditures related to this goal as result of a budget deficit in Alternative Education due to declining enrollments and instability in the permanent work force which increased substitute costs.

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

The goal and respective actions were deleted going forward. Alternative Education is working towards a redesign for our programs based on current student enrollments and future needs of students, parents, and the community.

Stakeholder Engagement

Involvement Process for Annual Update

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

The LCAP serves as the district's annual work plan. The LCAP is available to the public at the Monterey County Office of Education website (www.montereycoe.org). Administrative staff report regularly to the Board of Education and the public on the progress of the LCAP goals and actions. During the 2017-18 school year, two informational reports were presented to the Board of Education. The following LCAP informational meetings were held with both staff and stakeholders:

- 8/30/17 - School Site Council / DELAC meeting
- 9/27/17 - All Staff meeting
- 12/6/2017 - All Staff meeting
- 12/13/2017 - School Site Council / DELAC & LCAP Community Engagement Meeting
- 2/21/2018 - All Staff meeting
- 3/22/2018 - Joint Agency Council
- 4/11/2018 - Staff LCAP Input meeting
- 4/18/2018 - LCAP Stakeholder Session
- 4/19/2018 - Joint Agency Council
- 5/7/2018 - LCAP meeting with CTA union representatives
- 6/6/2018 - Public Hearing
- 6/22/2018 - Board Approval

Feedback on the LCAP was received and noted during all of these meetings along with input resulting from informal conversations with administrators, teachers, parents and students. Formal written feedback was provided via an online and paper survey sent to all staff, students, parents and guardians, community partners and stakeholders during the months of March and April 2018.

Impact on Annual Update

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

The development of the actions and services for the 2018-19 LCAP are the result of the continuous review and regular observation of programs and strategies at all Alternative Education Program sites, interactions with administrators, teachers, paraprofessionals, support staff, parents, students, and community partners, as well as continuous review and monitoring of student achievement metrics: NWEA, positive attendance, graduation success rates, college readiness transitions and college placement. Formal written feedback via the online surveys completed by education staff, students, parents and community partners were considered in the development and refinement of programs and services to best fit student needs going forward.

The student and parents priorities, as identified in the surveys and LCAP meetings, are addressed in our LCAP goals and align with State Priorities as follows:

Parent & Student Priorities	State Priorities	LCAP Goals
Career Technical Education	Priority 2 State Standards Priority 8 Student Outcomes	Goals 3, 4 & 5
College Awareness	Priority 8 Student Outcomes	Goals 3 & 5
Ethnics Studies	Priority 5 Pupil Engagement	Goals 2 & 4
Field Trips	Priority 5 Pupil Engagement	Goals 2 & 4
Guest Speakers	Priority 5 Pupil Engagement	Goals 2, 3 & 4
Job Trainings	Priority 8 Student Outcomes	Goals 3 & 5

Parent & Student Priorities	State Priorities	LCAP Goals
Mental Health Services	Priority 5 Pupil Engagement Priority 6 School Climate	Goal 2
More Technology	Priority 2 State Standards Priority 7 Course Access	Goals 1, 3 & 4
Online Courses	Priority 2 State Standards Priority 7 Course Access	Goals 1, 3 & 4
Outdoor Education	Priority 5 Pupil Engagement	Goals 2 & 4
Science Activities	Priority 2 State Standards Priority 5 Pupil Engagement	Goal 2 & 4
Tutoring	Priority 5 Pupil Engagement	Goals 3 & 5

The top three recommendations for prioritizing the State Priorities from our staff and stakeholders align with our LCAP goals as follows:

1. Priority 5 Pupil Engagement - LCAP Goals 2, 3, 4 and 5
2. Priority 1 Basic Services - LCAP Goals 1, 2 and 4
3. Priority 4 Student Achievement - LCAP Goals 1, 2, 3, 4 and 5

Goals and Actions

Goal 1

Status: Modified

Priorities

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

State: 1, 2, 4, 7, 8

Local: None

Identified Need

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

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	2017-18	2018-19	2019-20
NWEA Reading Average	196.00	230.00	230.00	230.00
NWEA Language Use Average	191.00	200.00	220.00	230.00
Overall CELDT Progress (Note: Test DISCONTINUED)	2.90	NA	NA	NA
NWEA MAPS READING: Percent of Students with Significant Continuous Participation (SCP) and valid scores who achieve their targeted projected growth using NWEA Fall to Winter score comparison for Maps Reading.	n=27, 48% met target	50%	53%	56%
NWEA MAPS LANGUAGE: Percent of Students with Significant Continuous Participation (SCP) and valid scores who achieve their targeted projected growth using NWEA Fall to Winter score comparison for Maps Language.	n= 24, 58% met target	50%	53%	56%

Actions/Services

Action 1

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

Students to be Served

English Learners

Locations

Specific School(s): Salinas Community, Wellington Smith

Scope of Services

Schoolwide

2017-18

Unchanged

Students will participate in individualized goal setting with instructional staff at least twice a

2018-19

Modified

Students will participate in individualized goal setting with instructional staff at least three

2019-20

Modified

Students will participate in individualized goal setting with instructional staff at least three

year focused on the NWEA growth worksheet and the student literacy learning map portfolio. Alternative Education will improve services for English Language Learners through the differentiated learning map process.

times a year focused on the NWEA growth worksheet and the student literacy portfolio. Alternative Education will improve services for English Language Learners through the differentiated learning map process.

times a year focused on the NWEA growth worksheet and the student literacy portfolio. Alternative Education will improve services for English Language Learners through the differentiated learning map process.

Budgeted Expenditures

2017-18

Source	Reference	Amount
Sup./Conc.	5000-5999	20,000.00
Total:		\$ 20,000.00

2018-19

Source	Reference	Amount
Sup./Conc.	5000-5999	20,000.00
Total:		\$ 20,000.00

2019-20

Source	Reference	Amount
Sup./Conc.	5000-5999	20,000.00
Total:		\$ 20,000.00

Action 2

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

Students to be Served

English Learners, Foster Youth, Low Income

2017-18

Unchanged

Instructional peers and school administration will observe evidence of explicit cross-curricular vocabulary instruction in all classroom environments through quarterly instructional walk-throughs. Funds will be used for substitute staff coverage.

Locations

Specific School(s): Salinas Community, Wellington Smith

2018-19

Modified

Instructional peers and school administration will observe evidence of explicit cross-curricular vocabulary instruction in all classroom environments by participating in instructional walk-throughs once during each school term. Instructional peers and school administration will develop a rubric for the walk-throughs. Funds will be used for substitute staff coverage.

Scope of Services

Schoolwide

2019-20

Modified

Instructional peers and school administration will observe evidence of explicit cross-curricular vocabulary instruction in all classroom environments by participating in instructional walk-throughs once during the school term. Funds will be used for substitute staff coverage.

Budgeted Expenditures

2017-18

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

2018-19

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

2019-20

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

Action 3

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

Students to be Served

English Learners, Foster Youth, Low Income

Locations

Specific School(s): Salinas Community, Wellington Smith

Scope of Services

Schoolwide

2017-18 Modified

All instructional staff will be certified in six of the twelve modules of the *Language Essentials for Teachers of Reading and Spelling* (LETRS) by December 2018.

2018-19 Modified

All instructional staff will be certified in six of the twelve modules of the *Language Essentials for Teachers of Reading and Spelling* (LETRS).

2019-20 Modified

All instructional staff, who have previously not participated, will be certified in six of the twelve modules of the *Language Essentials for Teachers of Reading and Spelling* (LETRS).

Budgeted Expenditures

2017-18

Source	Reference	Amount
Supplemental	5000-5999	10,000.00
Total:	\$	10,000.00

2018-19

Source	Reference	Amount
Supplemental	5000-5999	10,000.00
Total:	\$	10,000.00

2019-20

Source	Reference	Amount
Included in Base	1000-1999	15,000.00
Total:	\$	15,000.00

Action 4

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

Students to be Served

English Learners, Foster Youth, Low Income

Locations

Specific School(s): Salinas Community, Wellington Smith

Scope of Services

Schoolwide

2017-18 Unchanged

Instructional staff will be given the opportunity to participate in professional learning opportunities focused on language use and differentiation to include SDAIE (Specially designed academic instruction in English) and UDL (Universal Design for Learning).

2018-19 Unchanged

Instructional staff will be given the opportunity to participate in professional learning opportunities focused on language use and differentiation to include SDAIE (Specially designed academic instruction in English) and UDL (Universal Design for Learning).

2019-20 Unchanged

Instructional staff will be given the opportunity to participate in professional learning opportunities focused on language use and differentiation to include SDAIE (Specially designed academic instruction in English) and UDL (Universal Design for Learning).

Budgeted Expenditures

2017-18

Source	Reference	Amount
Grant	5000-5999	10,000.00
Total:	\$	10,000.00

2018-19

Source	Reference	Amount
Supplemental	5000-5999	10,000.00
Total:	\$	10,000.00

2019-20

Source	Reference	Amount
Supplemental	5000-5999	10,000.00
Total:	\$	10,000.00

Action 5

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

Students to be Served

English Learners, Foster Youth, Low Income

Locations

All Schools

Scope of Services

Schoolwide

2017-18 Unchanged

2018-19 Unchanged

2019-20 Unchanged

Students performing below grade level in English Language Arts will receive supplemental instruction in language and reading development.

Students performing below grade level in English Language Arts will receive supplemental instruction in language and reading development.

Students performing below grade level in English Language Arts will receive supplemental instruction in language and reading development.

Budgeted Expenditures

2017-18

Source	Reference	Amount
Title I	5000-5999	14,000.00
Total:		\$ 14,000.00

2018-19

Source	Reference	Amount
Title I	5000-5999	14,000.00
Total:		\$ 14,000.00

2019-20

Source	Reference	Amount
Title I	5000-5999	14,000.00
Total:		\$ 14,000.00

Action 6

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

Students to be Served

English Learners, Foster Youth, Low Income

2017-18 Unchanged

Engage in literacy instruction through the use of Character Based Literacy (CBL) integrated instruction design in all court school programs.

Locations

All Schools

2018-19 Modified

Increase literacy instruction through the use of Character Based Literacy (CBL) integrated instruction design in court *and community-based* programs.

Scope of Services

Schoolwide

2019-20 Modified

Sustain implementation of literacy instruction through the use of Character Based Literacy (CBL) integrated instruction design in all site programs in court, community-based, *and contract learning* programs.

Budgeted Expenditures

2017-18

Source	Reference	Amount
Supplemental	4000-4999	4,000.00
Total:		\$ 4,000.00

2018-19

Source	Reference	Amount
Supplemental	4000-4999	4,000.00
Total:		\$ 4,000.00

2019-20

Source	Reference	Amount
Supplemental	4000-4999	4,000.00
Total:		\$ 4,000.00

Action 7

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

Students to be Served

English Learners, Foster Youth, Low Income

2017-18 Unchanged

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

Locations

Specific School(s): Salinas Community, Wellington Smith

2018-19 Unchanged

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

Scope of Services

Schoolwide

2019-20 Unchanged

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

Budgeted Expenditures

2017-18

Source	Reference	Amount
Sup./Conc.	4000-4999	12,000.00
Total:		\$ 12,000.00

2018-19

Source	Reference	Amount
Sup./Conc.	4000-4999	8,000.00
Total:		\$ 8,000.00

2019-20

Source	Reference	Amount
Sup./Conc.	4000-4999	6,000.00
Total:		\$ 6,000.00

Goal 2

Status: Unchanged

Priorities

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

State: 2, 5, 6, 7, 8

Local: None

Identified Need

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

Expected Annual Measurable Outcomes

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

Actions/Services

Action 1

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

Students to be Served

English Learners, Foster Youth, Low Income

2017-18

Unchanged

Equitable access to Global Majority 14-week cultural diversity and conflict mediation program for 80% of student population throughout the 2017-18 school year.

Locations

Specific School(s): Salinas Community, Wellington Smith

2018-19

Unchanged

Equitable access to Global Majority 14-week cultural diversity and conflict mediation program for 80% of student population throughout the 2018-19 school year.

Scope of Services

Schoolwide

2019-20

Unchanged

Equitable access to Global Majority 14-week cultural diversity and conflict mediation program for 80% of student population throughout the 2019-20 school year.

Budgeted Expenditures

2017-18

Source	Reference	Amount
Sup./Conc.	5000-5999	25,000.00
Total:		\$ 25,000.00

2018-19

Source	Reference	Amount
Sup. / Conc.	5000-5999	25,000.00
Total:		\$ 25,000.00

2019-20

Source	Reference	Amount
Sup./Conc.	5000-5999	25,000.00
Total:		\$ 25,000.00

Action 2

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

Students to be Served

English Learners, Foster Youth

2017-18

New

Design and Implement a teacher-led Ethnic Studies course available to 80% of students for the 2017-18 school year.

Locations

All Schools

2018-19

Modified

Implement a teacher-led Ethnic Studies course available to 30% of students for the 2018-19 school year.

Scope of Services

Schoolwide

2019-20

Unchanged

Implement a teacher-led Ethnic Studies course available to 50% of students for the 2019-20 school year.

Budgeted Expenditures

2017-18

Source	Reference	Amount
Grant	5000-5999	10,000.00
Title I	1000-1999	10,000.00
Total:		\$ 20,000.00

2018-19

Source	Reference	Amount
Sup. / Conc.	5000-5999	5,000.00
Title I	1000-1999	5,000.00
Total:		\$ 10,000.00

2019-20

Source	Reference	Amount
Title I	1000-1999	5,000.00
Total:		\$ 5,000.00

Action 3

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

Students to be Served

English Learners, Foster Youth, Low Income

2017-18

New

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

Locations

Specific School(s): Salinas Community, Wellington Smith

2018-19

Unchanged

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

Scope of Services

Schoolwide

2019-20

Unchanged

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

Budgeted Expenditures

2017-18

2018-19

2019-20

Source	Reference	Amount
Grant	5000-5999	5,000.00
Sup./Conc.	1000-1999	5,000.00
Total:	\$	10,000.00

Source	Reference	Amount
Included in Base	5000-5999	5,000.00
Sup./Conc.	1000-1999	5,000.00
Total:	\$	10,000.00

Source	Reference	Amount
Grant	5000-5999	5,000.00
Sup./Conc.	1000-1999	5,000.00
Total:	\$	10,000.00

Action 4

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

Students to be Served

English Learners, Foster Youth, Low Income

2017-18 New

Increase equitable food & nutrition access to 75% of community school students to include breakfast, lunch, and snack through the National Lunch Food Program, local food-banks, and food-industry partners.

Locations

Specific School(s): Salinas Community

2018-19 Modified

Increase equitable food & nutrition access to 85% of community school students to include breakfast, lunch, and snack through the National Lunch Food Program, local food-banks, and food-industry partners.

Scope of Services

Schoolwide

2019-20 Modified

Increase equitable food & nutrition access to 100% of community school students to include breakfast, lunch, and snack through the National Lunch Food Program, local food-banks, and food-industry partners.

Budgeted Expenditures

2017-18

Source	Reference	Amount
Sup./Conc.	5000-5999	30,000.00
Total:	\$	30,000.00

2018-19

Source	Reference	Amount
Sup./Conc.	5000-5999	40,000.00
Total:	\$	40,000.00

2019-20

Source	Reference	Amount
Supplemental	5000-5999	50,000.00
Total:	\$	50,000.00

Action 5

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

Students to be Served

English Learners, Foster Youth, Low Income

2017-18 Unchanged

Teacher led design of Health and Nutrition course to be implemented by January 1, 2018 to 50% of all students, with 100% of court school students as a sub-group; to include but not limited to: drug/alcohol use, equity and diversity, suicide prevention, HIV awareness,

Locations

Specific School(s): Salinas Community, Wellington Smith

2018-19 Modified

Teacher led design of Health and Nutrition course to be implemented by January 1, 2019 to 50% of all students, with 100% of court school students as a sub-group; to include but not limited to: drug/alcohol use, equity and diversity, suicide prevention, HIV awareness,

Scope of Services

Schoolwide

2019-20 Modified

Teacher led design of Health and Nutrition course to be implemented by January 1, 2020 to 100% of all students, with 100% of court school students as a sub-group; to include but not limited to: drug/alcohol use, equity and diversity, suicide prevention, HIV awareness,

digital citizenship, cyber-bullying, post-traumatic stress, anxiety and related health issues.

digital citizenship, cyber-bullying, post-traumatic stress, anxiety and related health issues.

digital citizenship, cyber-bullying, post-traumatic stress, anxiety and related health issues.

Budgeted Expenditures

2017-18

Source	Reference	Amount
Grant	5000-5999	25,000.00
Sup./Conc.	5000-5999	5,000.00
Total:		\$ 30,000.00

2018-19

Source	Reference	Amount
Sup./Conc.	5000-5999	15,000.00
Total:		\$ 15,000.00

2019-20

Source	Reference	Amount
Sup./Conc.	5000-5999	15,000.00
Total:		\$ 15,000.00

Action 6

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

Students to be Served

English Learners, Foster Youth, Low Income

2017-18 Unchanged

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

Locations

Specific School(s): Salinas Community

2018-19 Unchanged

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

Scope of Services

Schoolwide

2019-20 Unchanged

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

Budgeted Expenditures

2017-18

Source	Reference	Amount
Sup./Conc.	5000-5999	87,040.00
Total:		\$ 87,040.00

2018-19

Source	Reference	Amount
Sup./Conc.	5000-5999	87,040.00
Total:		\$ 87,040.00

2019-20

Source	Reference	Amount
Sup./Conc.	5000-5999	87,040.00
Total:		\$ 87,040.00

Goal 3

Status: Unchanged

Priorities

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

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

Local: None

Identified Need

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

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	2017-18	2018-19	2019-20
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Completed Individual Learning/Transition Plans	0.00	85.00	50.00	100.00
Graduation rate for +2 transitions in a school year	0.00	70.00	75.00	80.00

Actions/Services

Action 1

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

Students to be Served	Locations	Scope of Services
English Learners, Foster Youth, Low Income	<i>Specific School(s):</i> Salinas Community, Wellington Smith	Schoolwide
2017-18 Unchanged	2018-19 Unchanged	2019-20 Unchanged
Increase A-G course offerings provided through Odysseyware course catalog.	Increase A-G course offerings provided through Odysseyware course catalog.	Increase A-G course offerings provided through Odysseyware course catalog.

Budgeted Expenditures

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

Action 2

Students to be Served	Locations
<i>Specific Student Group(s):</i> Foster Youth	<i>Specific School(s):</i> Salinas Community, Wellington Smith
2017-18 New	2018-19 Modified
Coordinate activities with Foster Youth in conjunction with colleges and universities.	Coordinate a spring break college tour and a College & Career Readiness Camp for foster youth.
2019-20 Unchanged	
	Coordinate a spring break college tour and a College & Career Readiness Camp for foster youth.

Budgeted Expenditures

2017-18			2018-19			2019-20		
Source	Reference	Amount	Source	Reference	Amount	Source	Reference	Amount
Supplemental	5000-5999	20,000.00	Supplemental	5000-5999	20,000.00	Supplemental	5000-5999	20,000.00
Total:		\$ 20,000.00	Total:		\$ 20,000.00	Total:		\$ 20,000.00

Action 3

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

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

All Schools

Schoolwide

2017-18 Modified

2018-19 Modified

2019-20 Unchanged

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

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

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

Budgeted Expenditures

2017-18

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

2018-19

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

2019-20

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

Action 4

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

Students to be Served

Locations

Scope of Services

Foster Youth, Low Income

All Schools

Schoolwide

2017-18 New

2018-19 Modified

2019-20 Modified

Support and facilitate collaboration with the Epicenter by building capacity and increasing the ability to provide direct services such as tutoring and mentoring to foster, homeless, and juvenile justice students.

Support and facilitate collaboration with the Epicenter by providing direct services such as tutoring and mentoring to foster, homeless, and juvenile justice students.

Support and facilitate collaboration with the Epicenter by providing direct services such as tutoring and mentoring to foster, homeless, and juvenile justice students.

Budgeted Expenditures

2017-18

Source	Reference	Amount
Sup./Conc.	5000-5999	8,000.00
Total:	\$	8,000.00

2018-19

Source	Reference	Amount
Sup./Conc.	5000-5999	10,000.00
Total:	\$	10,000.00

2019-20

Source	Reference	Amount
Sup./Conc.	5000-5999	12,000.00
Total:	\$	12,000.00

Action 5

Students to be Served

Locations

Specific Student Group(s): Expelled students

Specific School(s): Salinas Community School

2017-18 N/A

2018-19 New

2019-20 Unchanged

Monitor and assist in completion of expulsion requirements for student enrolled as a result of expulsion from their districts.

Monitor and assist in completion of expulsion requirements for student enrolled as a result of expulsion from their districts.

Budgeted Expenditures

2017-18

Source	Reference	Amount
Included in Base	1000-1999	5,000.00
Total:		\$ 5,000.00

2018-19

Source	Reference	Amount
Included in Base	1000-1999	5,000.00
Total:		\$ 5,000.00

2019-20

Source	Reference	Amount
Included in Base	1000-1999	5,000.00
Total:		\$ 5,000.00

Goal 4

Status: Unchanged

Priorities

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

State: 5, 6, 7, 8

Local: None

Identified Need

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

Expected Annual Measurable Outcomes

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

Actions/Services

Action 1

Students to be Served

All

Locations

Specific School(s): Salinas Community

2017-18

Unchanged

Implement enrollment and attendance monitoring through timely implementation of the Truancy Protocol and truancy letters.

2018-19

Modified

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

2019-20

Modified

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

Budgeted Expenditures

2017-18

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

2018-19

Source	Reference	Amount
Included in Base	1000-1999	5,000.00
Total:		\$ 5,000.00

2019-20

Source	Reference	Amount
Included in Base	1000-1999	5,000.00
Total:		\$ 5,000.00

Action 2

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

Students to be Served

English Learners, Foster Youth,
Low Income

2017-18 Unchanged

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

Locations

All Schools

2018-19 Unchanged

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

Scope of Services

Schoolwide

2019-20 Unchanged

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

Budgeted Expenditures

2017-18

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

2018-19

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

2019-20

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

Action 3

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

Students to be Served

English Learners, Foster Youth,
Low Income

2017-18 Unchanged

Provide education for students, parents and guardians on the impact of positive attendance through bi-monthly truancy workshops.

Locations

All Schools

2018-19 Unchanged

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

Scope of Services

Schoolwide

2019-20 Modified

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

Budgeted Expenditures

2017-18

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

2018-19

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

2019-20

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

Action 4

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

Students to be Served

English Learners, Foster Youth,
Low Income

Locations

Specific School(s): Salinas Community, Wellington Smith

Scope of Services

Schoolwide

2017-18 Unchanged

Provide all students, with positive attendance, to work permits and/or work study, concurrent enrollment/dual enrollment, individualized incentives, and post-secondary community college bridge.

2018-19 Unchanged

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

2019-20 Unchanged

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

Budgeted Expenditures

2017-18

Source	Reference	Amount
Included in Base	5000-5999	100,000.00
Sup./Conc.	5000-5999	4,000.00
Supplemental	5000-5999	30,000.00
Total:		\$ 134,000.00

2018-19

Source	Reference	Amount
Included in Base	5000-5999	100,000.00
Sup./Conc.	5000-5999	12,500.00
Total:		\$ 112,500.00

2019-20

Source	Reference	Amount
Included in Base	5000-5999	100,000.00
Sup./Conc.	5000-5999	12,500.00
Total:		\$ 112,500.00

Goal 5

Status: New

Priorities

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

State: 4, 8
Local: None

Identified Need

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

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	2017-18	2018-19	2019-20
Student participation	60.00	40%	50%	70%
Student Completion Rate	60%	60%	75%	80%

Actions/Services

Action 1

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

Students to be Served

Locations

Scope of Services

English Learners, Foster Youth, Low Income	All Schools	Schoolwide
2017-18 N/A	2018-19 New	2019-20 Unchanged
	Increase participation in dual enrollment and concurrent enrollment for 11th and 12th grade students by 10%.	Increase participation in dual enrollment and concurrent enrollment for 11th and 12th grade students by 10%.

Budgeted Expenditures

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

Action 2

Students to be Served	Locations
All	<i>Specific School(s):</i> SAFE, iTAP
2017-18 N/A	2018-19 New
	Complete Link Learning Pathway Design Program for the Transportation Pathway (SAFE) and the Digital Arts/IT Pathway (iTAP).
	Complete Link Learning Pathway Design Program for the Transportation Pathway (SAFE) and the Digital Arts/IT Pathway (iTAP).

Budgeted Expenditures

2017-18			2018-19			2019-20		
Source	Reference	Amount	Source	Reference	Amount	Source	Reference	Amount
Included in Base	1000-1999	6,000.00	Included in Base	1000-1999	6,000.00	Included in Base	1000-1999	6,000.00
Total:		\$ 6,000.00	Total:		\$ 6,000.00	Total:		\$ 6,000.00

Action 3

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

Students to be Served	Locations	Scope of Services
English Learners, Foster Youth, Low Income	All Schools	Schoolwide
2017-18 N/A	2018-19 New	2019-20 Unchanged
	Increase CTE course sequence completion, using OdysseyWare coursework and capstone courses, by 10%.	Increase CTE course sequence completion, using OdysseyWare coursework and capstone courses, by 10%.

Budgeted Expenditures

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

Source	Reference	Amount
Sup./Conc.	5000-5999	5,000.00
Total:		\$ 5,000.00

Source	Reference	Amount
Sup./Conc.	5000-5999	5,000.00
Total:		\$ 5,000.00

Action 4

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

Students to be Served

English Learners, Foster Youth,
Low Income

2017-18 N/A

Locations

All Schools

2018-19 Unchanged

Increase student completion rates of Virtual Job Shadow College and Career Readiness coursework by 15%.

Scope of Services

Schoolwide

2019-20 Unchanged

Increase student completion rates of Virtual Job Shadow College and Career Readiness coursework by 20%.

Budgeted Expenditures

2017-18

Source	Reference	Amount
Sup./Conc.	5000-5999	5,000.00
Total:		\$ 5,000.00

2018-19

Source	Reference	Amount
Sup./Conc.	5000-5999	5,000.00
Total:		\$ 5,000.00

2019-20

Source	Reference	Amount
Sup./Conc.	5000-5999	5,000.00
Total:		\$ 5,000.00

Action 5

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

Students to be Served

English Learners, Foster Youth,
Low Income

2017-18 N/A

Locations

All Schools

2018-19 New

Implement and pilot Online, Career and Technical Education Curriculum (ICEV) at one school site.

Scope of Services

Schoolwide

2019-20 Unchanged

Implement and pilot Online, Career and Technical Education Curriculum (ICEV) at three school sites.

Budgeted Expenditures

2017-18

Source	Reference	Amount
Sup./Conc.	5000-5999	2,500.00
Total:		\$ 2,500.00

2018-19

Source	Reference	Amount
Sup./Conc.	1000-1999	2,500.00
Total:		\$ 2,500.00

2019-20

Source	Reference	Amount
Sup./Conc.	5000-5999	2,500.00
Total:		\$ 2,500.00

Action 6

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

Students to be Served

Locations

All Schools

Scope of Services

Schoolwide

English Learners, Foster Youth,
Low Income

2017-18 N/A

2018-19 Unchanged

2019-20 Unchanged

Increase student participation in experiential learning opportunities, including work study programs, internships, field trips, and hands-on workshops, by 10%

Increase student participation in experiential learning opportunities, including work study programs, internships, field trips, and hands-on workshops, by 20%

Budgeted Expenditures

2017-18

Source	Reference	Amount
Sup./Conc.	5000-5999	5,000.00
Total:	\$	5,000.00

2018-19

Source	Reference	Amount
Sup./Conc.	5000-5999	5,000.00
Total:	\$	5,000.00

2019-20

Source	Reference	Amount
Sup./Conc.	5000-5999	5,000.00
Total:	\$	5,000.00

Goal 6

Status: Unchanged

Priorities

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

State: 9
Local: None

Identified Need

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

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

Expected Annual Measurable Outcomes

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

Actions/Services

Action 1

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

Students to be Served

Foster Youth

Locations

All Schools

Scope of Services

Limited to Unduplicated Student Group(s)

2017-18

Unchanged

Continue to fund a program coordinator, who will continue to work with school districts and the child welfare agency to implement transportation to school of origin protocols.

The program coordinator will continue to work with districts to provide technical assistance in the implementation of their LCAPs.

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

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

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

2018-19

Unchanged

Continue to fund a program coordinator, who will continue to work with school districts and the child welfare agency to implement transportation to school of origin protocols.

The program coordinator will continue to work with districts to provide technical assistance in the implementation of their LCAPs.

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

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

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

2019-20

Unchanged

Continue to fund a program coordinator, who will continue to work with school districts and the child welfare agency to implement transportation to school of origin protocols.

The program coordinator will continue to work with districts to provide technical assistance in the implementation of their LCAPs.

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

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

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

Budgeted Expenditures

2017-18

Source	Reference	Amount
Grant	2000-2999	87,138.00
Grant	3000-3999	41,000.00

2018-19

Source	Reference	Amount
Grant	2000-2999	89,316.00
Grant	3000-3999	41,500.00

2019-20

Source	Reference	Amount
Grant	2000-2999	91,549.00
Grant	3000-3999	42,000.00

Source	Reference	Amount
Grant	4000-4999	6,800.00
Grant	5000-5999	36,000.00
Title IV-E	2000-2999	74,728.00
Title IV-E	3000-3999	44,500.00
Total:		\$ 290,166.00

Source	Reference	Amount
Grant	4000-4999	5,000.00
Grant	5000-5999	35,000.00
Title IV-E	2000-2999	76,596.00
Title IV-E	3000-3999	45,000.00
Total:		\$ 292,412.00

Source	Reference	Amount
Grant	4000-4999	4,000.00
Grant	5000-5999	34,000.00
Title IV-E	2000-2999	78,511.00
Title IV-E	3000-3999	45,500.00
Total:		\$ 295,560.00

Action 2

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

Students to be Served

Foster Youth

Locations

All Schools

Scope of Services

Limited to Unduplicated Student Group(s)
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2017-18 Unchanged

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

2018-19 Unchanged

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

2019-20 Unchanged

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

Budgeted Expenditures

2017-18

Source	Reference	Amount
Grant	2000-2999	78,800.00
Grant	3000-3999	35,000.00
Total:		\$ 113,800.00

2018-19

Source	Reference	Amount
Grant	2000-2999	80,770.00
Grant	3000-3999	35,500.00
Total:		\$ 116,270.00

2019-20

Source	Reference	Amount
Grant	2000-2999	82,790.00
Grant	3000-3999	36,000.00
Total:		\$ 118,790.00

Demonstration of Increased or Improved Services for Unduplicated Pupils

Estimated Supplemental and Concentration Grant Funds:

\$ 1,079,213.00

Percentage to Increase or Improve Services:

9.65%

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

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

The Alternative Education Department focuses on increasing and improving the services for unduplicated pupils in the following goals and action items. A total in excess of \$288,380 will support English Learners, Foster Youth, and low socioeconomic pupils in the state priorities covering state standard implementation, parent engagement, pupil achievement, pupil engagement, school climate, course access, pupil outcomes and services to foster youth. The total amount allocated specifically to increase or improve services for unduplicated pupils is greater than the 9.65% increase required.

Goal/Action	Priority	LCFF Supp. / Conc.	Budget
Goal 1 Action 1	Improve student academic learning plan by training staff in the implementation of learning maps.	Priority 8	\$20,000
Goal 1 Action 2	Increase instructional staff professional development through observation walk-throughs.	Priority 2, 5	\$5,000
Goal 1 Action 3	Increase teacher development to support student literacy	Priority 4	\$10,000
Goal 1 Action 4	Increase all instructional staff professional development in differentiation strategies	Priority 4	\$10,000
Goal 1 Action 6	Increase literacy instruction using Character Based Literacy	Priority 2	\$4,000
Goal 1 Action 7	Increase and improve reading library for unduplicated pupils	Priority 2	\$8,000
Goal 2 Action 1	Increase access for conflict mediation course	Priority 6	\$25,000
Goal 2 Action 2	Increase cultural awareness through Ethnic Studies course	Priority 5	\$5,000
Goal 2 Action 3	Increase outdoor education access for unduplicated pupils	Priority 5	\$5,000
Goal 2 Action 4	Increase health & wellness programs for foster, homeless, and juvenile justice pupils.	Priority 5	\$40,000
Goal 2 Action 5	Increase health & wellness education for unduplicated pupils	Priority 7	\$15,000

Goal/Action	Priority	LCFF Supp. / Conc.	Budget
Goal 2 Action 6	Increase trauma informed education for juvenile justice youth	Priority 5	\$87,040
Goal 3 Action 3	Improve transportation for foster, homeless and juvenile justice youth.	Priority 10, 5	\$2,000
Goal 3 Action 4	Increase tutoring for foster, homeless and juvenile justice youth in preparation for college & career experiences.	Priority 10, 4	\$10,000
Goal 4 Action 2	Increase outreach to parents and guardians	Priority 4	\$2,500
Goal 4 Action 3	Improve attendance through communications and meetings	Priority 4, 5	\$5,000
Goal 4 Action 4	Improve attendance through individualized incentives	Priority 4,5	\$12,500
Goal 5 Action 1	Increase participation in dual enrollment	Priority 4	\$5,000
Goal 5 Action 3	Increase Career Technical Education courses	Priority 4	\$5,000
Goal 5 Action 4	Increase student completion rates of Virtual Job Shadow	Priority 4	\$5,000
Goal 5 Action 5	Increase student learning opportunities through online Career and Technical Education Curriculum	Priority 4	\$2,500
Goal 5 Action 6	Increase student participation in learning opportunities through internships, field trips and hands-on workshops	Priority 4	\$5,000
Total:			\$288,540