

**Elementary and Secondary Education Act**

**RIVERSIDE COUNTY OFFICE OF EDUCATION**

**LOCAL EDUCATIONAL AGENCY PLAN**

**for**

**LOCAL EDUCATIONAL AGENCIES**

**in**

**CORRECTIVE ACTION**

**Elementary and Secondary Education Act  
Corrective Action**  
**RIVERSIDE COUNTY OFFICE OF EDUCATION LEA PLAN**

Please submit the suggested plan template by uploading the completed plan to [www.cais.ca.gov](http://www.cais.ca.gov). Please include the district profile, needs assessment summary/analysis, description of local measures of student performance, additional mandatory Title I descriptions, and budget summary for federal and state categorical programs.

**Corrective Action 6 Plan Information:**

Name of Local Educational Agency (LEA): Riverside County Office of Education

County/District Code: 10330333105533

Dates of Plan Duration (a three- to five-year plan): May 2014-2017

Date of Local Governing Board Approval:

**District Contact Information:**

District Superintendent: Kenneth M. Young

Address: 3939 Thirteenth St.

City: Riverside, California

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**Certification:** (Retain original signatures on file in the district office.)

**Certification:** I hereby certify that all applicable state and federal rules and regulations will be observed by this LEA and that, to the best of my knowledge, information contained in this Plan is correct and complete. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected programs, and copies of assurances are retained onsite. I certify that we accept all general and program specific assurances for Titles I, II, and/or III as appropriate, except for those for which a waiver has been obtained. Copies of all waivers will remain on file. I certify that original signatures for this Corrective Action 6 Improvement Plan are on file in the district office.

Kenneth M. Young

Printed or typed name of Superintendent

Date

Signature of Superintendent

Bruce N. Dennis

Printed or typed name of Board President

Date

Signature of Board President

## District Profile

In the space below, provide a brief narrative description of your district. Include your district's vision/mission statement and information about the make-up of your district, including grade levels and demographics of students served, in order to provide background and a rationale for the descriptions included in the LEA Plan.

*The Local Educational Agency Plan for Riverside County Office of Education (RCOE) addresses two programs operated by the Alternative Education division: Community and Court schools. Community schools serve students who have been expelled from their home school district, or have received a referral from probation to be educated in an alternative program. Students are served in 42 classrooms across Riverside County. The Community schools include: Seven regional learning centers and five community centers. The regional learning centers are Arlington, Moreno Valley, Val Verde, David L. Long, Betty G. Gibbel, Don F. Kenny, and Dr. Milo P. Johnson Center for Learning. The community centers are Blythe, Grindstaff, Palm Springs, Safe House, and Corona.*

*Court Schools serve students who are incarcerated in one of three juvenile detention facilities in Riverside County. Detention facilities include F.H. Butterfield in Riverside, L.F. Smith in Indio, and Southwest Learning Center in Murrieta.*

*The Riverside County Office of Education is located in Southern California, 65 miles east of Los Angeles. It covers 7,300 square miles of desert farm lands, cities, suburbs, mountain, lake and resort communities. These geographical distances have made it challenging to establish a well-articulated communication system and a cohesive program across all alternative education programs. Beginning in 2009, the Alternative Education program restructured all classroom programs into three geographic program zones. Zone 1 is comprised of campuses located in Blythe, Coachella, Indio, Palm Springs and Banning. Zone 2 consists of the school campuses located in Moreno Valley, Perris, Hemet, Murrieta, Lake Elsinore, Nuvview and San Jacinto. Zone 3 campuses are located in the Riverside Metro area. The RCOE Alternative Education Program brings staff together four times per month for Professional Learning Communities (PLCs) in each Zone, and is also using audio and video conferencing and other technologies to connect staff on a more frequent basis.*

### **Summary Analysis of the Needs Assessment**

In the space below, provide a summary analysis of the needs assessment conducted to inform the development of the Corrective Action 6 Improvement Plan. Describe sources of data reviewed, stakeholders involved, review process and major findings. The high priority needs surfaced in the needs assessment should be addressed in the goals, strategies and actions of the Plan. LEAs required to work with a TA provider must incorporate recommendations made by the TA provider.

*In January 2012, the RCOE Alternative Education program participated in an on-site Federal Program Monitoring (FPM) review and the compliance report of findings was considered in the data analysis process. The report suggested high leverage themes with a timeline to improve the instructional program for students and the professional training of Alternative Education staff (administrators, teachers, and classified personnel working with students). During the same year, the Alternative Education programs received additional support from an RCOE technical assistance team (formerly DAIT) in administering the state assessment tools: Academic Performance Surveys (APS), District Assistance Surveys (DAS), ELSSA, and the Special Education survey. The results of these processes indicated a need for additional professional development especially as it relates to the introduction of the Common Core State Standards and Smarter Balance Assessments, PBIS and other adopted programs. District Assistance Surveys (DAS) and Academic Performance Surveys (APS) were administered in 2012, 2013, and 2014. Parent and student surveys are administered on an annual basis.*

*In the spring of 2012, the RCOE Alternative Education program participated in a WASC review. Currently, the Alternative Education team is conducting a WASC self-study of the court and community schools in anticipation of a WASC visit in 2015.*

*In the fall of 2013, the RCOE began gathering additional information to develop the newly created Local Control and Accountability Plan (LCAP). A variety of forums were used to gather stakeholder input into the creation of the LCAP. The stakeholder groups participating included School Site Councils, local and district level English Learner Advisory Committees (DELAC and ELAC), Foster Youth Advisory Board, and principal breakfasts were held at each site in December of 2013 and January 2014. Other stakeholders groups included Inter-Divisional Leadership Team (IDLT,) and the Professional Leadership Team (PDLT) curriculum committee. In addition, principals, counselors, teachers, and support staff were involved with the creation of LCAP goals through various LCAP and management meetings. There were also three additional regional parent-input meetings.*

*The Alternative Education program needs to continue to recruit, train, support, and monitor the teachers with the best combination of knowledge and skill designed to help alternative education students succeed and to select a more effective integrated management system and student assessment system.*

*During the winter and spring of 2014, the RCOE Alternative Education program conducted an extensive needs assessment analysis for the School Improvement Grant program. Included in this assessment process were various stakeholders and parent groups. Based on an analysis of all this data, the RCOE identified the following priorities and subsequently developed the following goals:*

*Priorities:*

- Increased access to high quality instructional materials and programs aligned to the Common Core State Standards.*
- Access to technology.*
- Greater access and communication between parents and staff including an opportunity for parents to understand the relationship between the county schools and the home school districts when a student is expelled and sent to the community school program.*
- Increased learning time through summer school opportunities and evening hour programs.*
- Additional professional development for all RCOE Alternative Education personnel who work with students.*

*Goals:*

- 1. Students will demonstrate proficiency in the Common Core State Standards in reading and writing.*
- 2. Students will demonstrate proficiency in the Common Core State Standards in mathematics.*
- 3. All students will graduate from high school and be prepared for post-secondary education and careers.*
- 4. All students will be connected to school and educated in positive, safe, and healthy learning environments.*
- 5. English Learners will acquire proficiency in English.*
- 6. Instruction for expelled students will be coordinated with the school districts in Riverside County. Expelled students in the community schools will meet the terms of their expulsion plans in order to transition back to their school districts.*
- 7. Foster Youth Services: Students will receive support through coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records.*

## **Local Measures of Student Performance**

If local student academic assessments are used in addition to the state level assessments, provide a description of how these local assessments are used to:

- a. determine the success of students in meeting the state academic standards, and provide information to teachers, parents, and students on progress being made toward meeting these standards
- b. assist in diagnosis, teaching, and learning in the classroom to enable low-achieving students to meet state academic standards and do well in the standards-based/ standards-aligned curriculum
- c. determine what revisions are needed to academic programs so that low-achieving students meet the state academic standards
- d. identify students who may be at risk for reading failure or who are having difficulty reading

*During the 2014-15 and 2015-16 school years, the California Assessment of Student Performance and Progress (CAASPP) will be administered. The Alternative Education program will continue to administer the CAHSEE exam and CELDT assessment for English Learners.*

*Local assessment measures will also be used to monitor students' academic progress. These assessments include a series of short-cycle assessments in reading, language arts and mathematics given every four weeks. The short-cycle assessments will be developed using the SBAC assessment items, and aligned to the delivery of the Common Core State Standards (CCSS) material. In the spring, a summative assessment using the SBAC tools will also take place. The short-cycle assessments will use selected responses, constructed responses, and performance tasks in language arts, reading, strategic thinking, and problem solving tasks in mathematics.*

*In reading/language arts the PLATO online pre/post-assessment will be used to determine reading levels for students.*

*The Professional Learning Communities (PLC) process will be used to analyze data and plan differentiated instruction and intervention planning. The PLC structure will also support staff training on implementing the CCSS in reading, writing, mathematics, technology, and PBIS.*

## Goals, Strategies and Action Steps

In the space below each goal title:

- 1) Provide a description of the LEA's specific, measurable, goal for the topic. Goal descriptions should specify the desired outcome, numerical goals for a 3 to 5 year time frame and how progress will be measured.
- 2) Describe research-based strategies the LEA will use to achieve the goal. ESEA-required strategies have been pre-populated in the table. The LEA should add additional local strategies, as appropriate.
- 3) Identify actions that will be necessary to implement each strategy. Action steps should identify a specific timeline, persons responsible and funding sources and amounts to carry out the action.

Notes:

- The high priority needs surfaced in the needs assessment should be addressed in the goals, strategies and actions of the Plan. Per Education Code 52059(e)(4), LEAs required to work with a TA provider must incorporate recommendations made by the TA provider, unless exempted by the State Superintendent for Public Instruction and the State Board of Education.
- Detailed guidance and examples of goal, strategy and action step wording may be found in the LEA Plan Guidance Document.

## 2014-2015 Goals and Strategies

### Goal IA: Proficiency in Reading/Language Arts (LCAP Goal 1)

*Goal 1: All students will demonstrate proficiency in the Common Core State Standards in reading and writing.*

#### Objectives:

- *By June 2015, the passing rate on the CAHSEE in ELA will increase from 32% to 34% for continuously enrolled students, in the aggregate, and for each subgroup.*
- *By June 2015, the proficiency rate on the CAHSEE in ELA will increase from 14.1% to 16.1% for continuously enrolled students, in the aggregate, and for each subgroup.*
- *By June 2015, 16% of continuously enrolled students, in the aggregate, and for each subgroup, will score a minimum of 70% on the Alternative Education short-cycle assessments in ELA.*

## 2015-2017 Goals and Strategies

*The objectives in reading and language arts will increase by 2% each year using the same assessment tools.*

### 1. Strategy: Instructional Materials

- a. *The RCOE Alternative Education program has researched and purchased a CCSS aligned text for social studies (four texts covering World, U.S. Government, U.S. History and Economics) that include the CCSS literacy standards in ELA. The staff has been trained in use of the materials.*
- b. *Additional technology, such as laptops and tablets need to be acquired to support the implementation of the curriculum.*
- c. *The English 3-D Language program was purchased and will be utilized during the 2014-15 school year for Intervention classes.*
- d. *Acquire GED test prep materials, implement test prep, and administer GED.*

### 2. Strategy: Standards-aligned Instruction

- a. *Standards guides, units of student and short-cycle assessments have been developed for implementation of the CCSS in ELA.*
- b. *Teachers will be trained on the use of the English 3-D language arts program and it will be taught during the 2014-15 school year.*
- c. *Develop and implement learning activities that incorporate close reading, text dependent questioning, evidence-based writing in ELA, and strategic thinking and problem solving using real world applications.*
- d. *Implement learning activities that require online research (evaluating the authenticity and accuracy of electronic resources, correct in-text citations, collecting and organizing information, selecting appropriate search engines and directories for research tasks, and linking information residing in different applications) and developing Power Point/Prezi presentations.*
- e. *Develop UC a-g courses in ELA and submit to UC Doorways for approval.*
- f. *Continue to refine the master schedules with uniform expectations in what the master schedule for each site should reflect regarding the required courses and intervention classes needed for students to earn credits and graduate with standard required times for each course.*

**Goal IB: Proficiency in Mathematics (LCAP Goal 2)**

**Goal 2: Students will demonstrate proficiency in the Common Core Standards in mathematics.**

Objectives:

- *By June 2015, the passing rate on the CAHSEE in math will increase from 35% to 37% for continuously enrolled students, in the aggregate and for each subgroup.*
- *By June 2015, the proficiency rate on the CAHSEE in math will increase from 8% to 10% for continuously enrolled students in the aggregate and for each subgroup.*
- *By June 2015, 10% of continuously enrolled students in the aggregate and for each subgroup, will score a minimum of 70% on the Alt. Ed. Short-cycle assessments in mathematics.*
- *For the 2016 and 2017 school years, the CAHSEE passing and proficiency rate will increase 2% each year.*
- *For the 2016 and 2017 school years, the rate of students scoring at 70% on the Alternative Education short-cycle assessments in math will increase by 2% each year.*

**Strategy: Instructional Materials**

- a. *Alternative Education will acquire textbooks/materials.*
- b. *A computer based credit recovery program (PLATO) is available to students who have missed course credits in mathematics and ELA.*
- c. *Purchase tablets for community Schools.*

**1. Strategy: Standards-aligned Instruction**

- a. *Determine math sequence of courses using an integrated pathway, deconstruct math standards, develop standards maps/units of study, and short-cycle assessments in ELA and math.*
- b. *Develop lessons that integrate CCSS in history-social science, science, and technical subjects during the summer of 2014.*
- c. *Fully implement CCSS Guides/Maps and eight Units of Study in ELA and math with support from principals, TOSA's, and collaboration during PLCs.*

## **Goal 1C: Proficiency for High Priority Students (LCAP Goal 1, 2, and 5)**

*Goal 1: (LCAP) Students will demonstrate proficiency in the Common Core State Standards in reading and writing.*

*Goal 2: (LCAP) Students will demonstrate proficiency in the Common Core State Standards in math.*

*Goal 5: (LCAP): English Learners will acquire proficiency in English.*

### **Proficiency for High-priority Students Not Meeting Standards**

#### **1. Strategy: Strategic and Intensive Interventions**

- a. RCOE Alternative Education program will schedule extended learning time within the school day (double block classes and CAHSEE Intervention) reading and math intervention, after school tutoring and credit recovery for students who are not meeting grade level standards as a component of Response to Intervention (multi-tiered system of support).*
- b. Implement the AVID program at the community schools.*
- c. Implement the new California ELD standards and ELD classes/time at each school.*
- d. Implement instructional scaffolding for comprehensibility of content (verbal scaffolding, procedural scaffolds, and instructional scaffolds).*
- e. Implement a systematic assessment, reclassification, and progress monitoring process for English Learners.*
- f. Implement a systematic monitoring and support process using grades, short-cycle assessments, and CAHSEE results for RFEP students.*
- g. Using Title I funds, the community school and court schools will provide SES services to all eligible students.*
- h. RCOE will continue the implementation of the credit recovery program to assist students in achieving credits for graduation in court and community school settings.*
- i. Students will have increased access to computers and software based programs such as PLATO and Rosetta Stone that will provide intervention support to the core program.*
- j. Provide the Social Work Intern program for foster and group home youth.*

- k. *Implement independent study and seat-based classroom program for mandatory expelled students, probation referred or on probation and district and parent referred students at each community school to serve middle and high school students.*

## **Proficiency for Students with Disabilities**

*Students with disabilities will receive individualized instruction based on their Individualized Education Plan (IEP) and counselor recommendation. Specialized instructional materials will be provided based on student needs identified in the IEP.*

### **1. Strategy: Teacher Collaboration**

- a. *Professional Learning Communities (PLC) will be used to monitor student achievement and to guide instructional decisions. Teachers will meet weekly to evaluate short-cycle assessment data, benchmark or teacher assessments, and modify student programs as necessary.*
- b. *Teachers will also receive training in implementing the CCSS standards, developing units of study, and coaching support will be provided to assist in utilizing effective instructional strategies to maximize student learning.*
- c. *Special Education staff will participate in the PLC process ensuring that regular education staff and special education staff have regularly scheduled opportunities to discuss IEPs and the instructional program for SWD students.*
- d. *Teacher on Special Assignment (TOSA) will work with teachers and principals on refining their skills in working with English Learners.*
- e. *Include parent participation in the development of their son/daughters' Individual Learning Plan (ILP) to foster an understanding of the academic and transition goals the school will address.*

### **2. Strategy: Academic Support**

- a. *Academic support program will include Credit Recovery and intervention programs designed to accelerate the learning process for low performing students.*
- b. *Academic Counselors will work with students and instructors to maximize the learning potential of "at risk" students.*
- c. *Provide daily, systematic ELD instruction for all EL students at the appropriate proficiency level through the use of English 3-D intensive reading intervention program.*

- d. *Establish double blocked periods of instruction in ELA and math for students not meeting grade level standards.*

## **Proficiency for English Learners**

**LEAs with a Title III Improvement Plan in the California Accountability Improvement System (CAIS) should implement the current Title III Improvement Plan (LEAs in Title III Improvement Years 2, 3, 4 and 4+).**

*RCOE has a Title III Improvement Plan that describes the actions being taken to ensure that English Learners receive an appropriate instructional program designed to meet their ELD needs based on CELDT achievement levels. Refer to the Title III Improvement Plan for specific academic indicators and the strategies being implemented.*

## **Goal ID: Effective Teaching and Administration (*Leadership*)**

### Strategy: Professional Development (PD) for Teachers

Provide standards-based/standards-aligned PD to all teachers, including effective instructional and improvement strategies (e.g., use of formative assessments to inform instruction).

- a. *Teachers will receive professional development training in CCSS and using new instructional materials each year.*
- b. *Teachers needing to complete credentialing courses will receive appropriate training in the fall and spring (BTSA and VPSS).*
- c. *Teachers will receive training on the new 3-D English Language Program for the Intervention program in the fall of 2014 and implement beginning in the 2014-15 school year.*
- d. *Provide professional development in close reading, test-dependent questioning, evidenced based writing, collaborative conversations, technology integration, problem-solving strategies in math, PBIS, data analysis, and lesson planning. Some of this training will take place during weekly PLC meetings with follow-up in-class support provided by TOSAs.*

### Strategy: Professional Collaboration Time

Provide regular opportunities for data-based collaboration for all teachers.

- a. *All sites have established a PLC that meets weekly to share student data and address the learning needs of students.*

### Strategy: PD for Administrators

Provide all administrators with PD based on standards-based/standards-aligned curriculum used in their schools and on effective instructional and improvement practices.

- a. *Site administrators and county administrators in the Alternative Education programs participate in regularly scheduled staff development on the implementation of the CCSS and instructional strategies for improving student learning.*
- b. *Site administrators also participate in the weekly PLC sessions at their site.*

Strategy: Preparing for Transition to CCSS

Develop LEA-wide plans for transition to CCSS, including training in use of instructional materials as they become available. A local CCSS implementation plan template is available at the following CDE web page:

<http://www.cde.ca.gov/re/cc/>.

- a. *RCOE Alternative Education program offers a wide variety of trainings designed to facilitate the implementation of CCSS. Teachers and administrators participate in conferences and workshops designed to implement the CCSS. County curriculum coordinators are trained in the CCSS and work with individuals and sites on implementation issues.*
- b. *CCSS strategies and implementation activities are discussed in PLC meetings.*
- c. *TOSAs work with teachers on implementing the CCSS in ELA and mathematics.*

**Goal IE: Implementation and Monitoring**

1. Strategy: Parent and Community Involvement

Involve and engage staff, parents, and community groups in academic improvement strategies.

- a. *Stakeholder engagement is a goal of the RCOE program. Parents are encouraged to participate in the development of the needs assessment analysis and goal setting. Parents were involved through surveys and discussions in various forums held during the 2013-2014 school year.*
- b. *School Site Councils, District English Learner Advisory Committees, English Learner Advisory Committees (site level) are all active groups which depend on parent and community engagement, and decision-making.*
- c. *Parents are encouraged to participate in IEP development with staff for those students who are in special needs programs.*
- d. *Implement Blackboard (automatic phone system) and contact a minimum of one parent per week with student progress information.*

- e. *Implement parent breakfasts, college nights, and other events designed to connect the parent and the school community.*
  - f. *Parents are involved in ILP development for their child.*
2. Strategy: Articulation Among Educational Levels  
Ensure articulation of services among educational levels including preschool, elementary, middle school, high school, and post-secondary options.
- a. *RCOE provides educational liaisons in collaboration with the Riverside County Department of Public Social Services to address the needs of foster youth.*
  - b. *Provide one full-time student resource specialist to implement the College Connection program in conjunction with Riverside City College.*
  - c. *Support communication and articulation between the districts and RCOE regarding the students assigned to the alternative education settings.*
3. Strategy: Program Monitoring  
Monitor program effectiveness.
- a. *The Professional Learning Communities (PLC) process will be used to monitor student achievement data and to guide instructional decisions. Teachers meet weekly to evaluate benchmarks, short-cycle assessments, CAASPP, CELDT or other data sets, and modify the student's program as necessary.*
  - b. *School administrators conduct weekly Learning Walks to ensure that the adopted curriculum is being implemented.*
  - c. *Quarterly Leadership Team meetings will evaluate recent data sets and make recommendations for program changes.*
  - d. *Data is used to make decisions for professional development activities and determining student's instructional support services.*
  - e. *Implement a web-based gradebook system to increase feedback to parents and students.*
  - f. *Involve parents in decision-making and advisory functions for the purpose of program review, and improvement in support of academic accountability.*
  - g. *Conduct a WASC review self-study in preparation of a program review and an analysis of current conditions.*

## **Goal IF: Support for Schools in Corrective Action**

1. Strategy: Support for schools in PI Year 3  
Identify the schools in PI Year 3, the corrective action assigned to the schools and implementation of PI activities in individual school in corrective action.
2. Strategy: Support for schools in PI Year 4  
Identify the schools in PI Year 4 and describe the plan for restructuring or alternative governance for each PI Year 4 school.
3. Strategy: Support for schools in PI Year 5  
Identify the schools in PI Year 5 and describe the implementation of the restructuring or alternative governance plan that was developed when each school was in PI Year 4.

### **Goal 2A: AMAO 1 – Annual Progress in Learning English**

### **Goal 2B: AMAO 2—English Proficiency**

### **Goal 2C: AMAO 3—AYP for EL Subgroup**

### **Goal 2D: High Quality Professional Development**

### **Goal 2E: Parent and Community Participation**

### **Goal 2F: Parental Notification**

**Goal statement:** *English Learners will acquire proficiency in English (LCAP Goal 5).*

Objectives:

- *By June 2015, the percent of EL students in U.S. schools less than five years scoring Early Advanced or Advanced on the CELDT will increase from 3.1% to 5.1%.*
- *By June 2015, the percent of EL students in U.S. schools more than five years scoring Early Advanced or Advanced in the CELDT will increase from 17.9% to 19.9%.*
- *By May 2015, the reclassification rate will increase from 0 to 2%.*

*For 2015-2016 and 2016-2017 the percentage for each objective will increase 2% each year.*

*RCOE Alternative Education program has developed a Title III Program Improvement plan that addresses all of the EL goals, objectives and strategies to be used to move students toward English fluency and academic success. Please refer to the Title III Improvement plan for descriptions on AMAO 1-3 activities and expected outcomes.*

*Additionally, the following strategies have been established to assist English Learners to acquire proficiency in English and academic core programs:*

- a. *Integrate the new ELD Standards into ELA Units of Study, and purchase ELD materials.*
- b. *Train staff to incorporate the ELA/ELD CCSS in their daily lessons focusing on effective instructional strategies that support English Learners acquisition of the English language and their achievement of academic standards.*
- c. *Develop lessons based on data during PLC's to identify students for in-class differentiated instruction on scaffolding and performance feedback.*
- d. *Utilize the Rosetta Stone program to enhance language practice.*
- e. *Analyze data on EL students to monitor progress and use the district reclassification process to reclassify eligible students.*
- f. *Implement a two-year monitoring process for RFEP students using results from CAHSEE, RCOE short-cycle assessments, and student grades.*

### **Goal 2G: Services for Immigrant Students**

1. **Strategy: Plans to Provide Services for Immigrant Students**  
**Provide enhanced educational opportunities for immigrant students and their families.**

*In addition to the Title III Improvement plan, RCOE has also developed a migrant student program that operates in areas with high concentrations of migrant and immigrant students. Details regarding the support services provided to these students can be found in the RCOE Migrant Education Plan.*

### **Goal 3: Highly-Qualified Teachers**

1. **Strategy: Ensure that all students, specifically poor and minority students are taught by highly-qualified teachers.**

*All teachers in the RCOE Alternative Education program have been fully credentialed in their respective fields, and are assigned to each classroom based on their credentials.*

*Highly Qualified Teachers (HQT) Report: Full time teachers are required to possess or be working on a mild/moderate SAI credential. Teachers are paid an additional 4% of salary for holding the SAI credential.*

*Staff development is an important aspect of RCOE's goal to provide students with the highest quality of instruction. To that end, RCOE administration has agreed to provide staff development and training for teachers who need to meet content area qualifications in the core subject area (LCAP Priority 1). Provide staff development on strategies to differentiate instruction (scaffolding, chunking, flexible grouping,*

*performance feedback, teach-reteach, and modeling effective instructional design on how to use math manipulatives and Thinking Maps/graphic organizers).*

*Provide BTSA and VPSS to meet content area qualifications in the core subject areas. The 13 teachers who need science area certification will be completed in the fall, and the 13 teachers who need math will be completed in the spring.*

#### **Goal 4: Safe and Drug Free Schools (not federally funded—optional)**

*Goal 4 (LCAP): All students will be connected to school and educated in a positive, safe, and healthy learning environment.*

*Establishing a safe and supportive learning environment for students in the Alternative Education programs is a high priority. To this end, RCOE has done the following:*

- 1. Implemented the Positive Behavior Intervention Supports (PBIS) program at all campuses.*
- 2. Implemented a monthly student monitoring system to check on student progress toward IEP goals related to grades, attendance, and behavior (SWD students).*
- 3. Continue the implementation of Capturing Kids' Hearts (CKH) program which is designed to provide quality leadership and character education training, develop safe trusting, self-managed classrooms, improve classroom attendance by building motivation and responsibilities, and developing students' empathy for diverse cultures and backgrounds.*
- 4. Continuing CHOICES student decision-making program which is a mentoring, interactive decision-making workshop.*
- 5. Provided counselors to work with students, and to deliver the Why Try program.*
- 6. Utilize the services of the CSUSB social work interns to provide additional counseling support to students.*

#### **Goal 5A: Increase Graduation Rates**

#### **Goal 5B: Decrease Dropout Rates**

*All students will graduate from high school and be prepared for post-secondary education and careers (LCAP Goal 3).*

- By June 2015, the high school graduation rate will increase from 82.4% to 84.4% for students in the aggregate and for each subgroup.*
- By June 2015, the percent of continuously enrolled students, in the aggregate and for each subgroup, scoring Conditional Ready and/or Ready*

*on the EAP will increase from 0 to 2%.*

- *By June 2015, the CTE student participation rate will increase from 16.8% to 18.8%.*
- *By June 2015, the student attendance rate will increase from 80% to 82% with a corollary reduction in chronic absenteeism from 19% to 18% in community schools.*
- *By June 2015, the percent of student suspensions will be reduced from 23% to 22% at community schools.*
- *By June 2015, the dropout rate will be reduced from 3.4 to 3.2 for middle school and reduced from 11.1 to 10.9 for high school.*
- *By June 2015, the percent of students who indicate Agree on all areas of the RCOE Senior Exit Survey will increase from 83% to 85%.*

Strategies to increase graduation rates and decrease dropout rates:

- a. *Schedule extended learning time within the school day in reading and math intervention, afterschool tutoring, and credit recovery for students who are not meeting grade-level standards as a component of the Response to Intervention (Rtl) program.*
- b. *Implement the AVID program at the community schools and provide tutors for students for targeted assistance in the core subject areas.*
- c. *Integrate new ELD standards into ELA Units of Study, purchase additional ELD materials, and train teachers on their use.*
- d. *Implement instructional scaffolding for comprehensibility of content.*
- e. *Implement College Connection program for Foster Youth.*
- f. *For RFEP students, implement a systematic monitoring and support process using grades, short-cycle assessments, and CAHSEE results.*
- g. *Implement Positive Behavior Intervention Support (PBIS) at community and court schools that focus on developing safe, trusting, and self-managing classrooms.*
- h. *Implement monthly SARB meetings and attendance incentives along with weekly counseling sessions that provide students with skills on decision-making, social-emotional behavior, and bullying prevention.*
- i. *Provide after school athletic programs and clubs for students.*

## District Budget for Federal Programs

Please complete the following table with information for your district.

Programs	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (amount)	Current Year Direct Services to Students at School Sites (percent)
Title I, Part A	444,165	2,631,142	2,901,864	94%
Title I, Part B, Even Start				
Title I, Part C, Migrant Education				
Title I, Part D, Neglected/Delinquent	128,264	546,170	674,434	100%
Title II Part A, Teacher and Principal and Recruiting	0	17,233	17,233	100%
Title III, Limited English Proficient	0	72,696	72,696	100%
Title III, Immigrant Education	0	9,125	9,125	100%
Title VI, Part B, Rural Education Achievement				
Adult Education				
Career Technical Education				
McKinney-Vento Homeless Education				
IDEA, Special Education		2,995,551	2,995,551	100%
21 <sup>st</sup> Century Community Learning Centers				
Other (describe)				
<b>TOTAL</b>	<b>572,429</b>	<b>3,276,366</b>	<b>3,675,352</b>	<b>95%</b>

## District Budget for State Programs

Please complete the following table with information for your district.

Categories	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (amount)	Current Year Direct Services to Students at School Sites (percent)
Categorical Flexibility Programs*	0	3,508,050	3,023,939	86.2%
EIA—State Compensatory Education	0	0		
EIA—Limited English Proficient	0	0		
State Migrant Education				
Child Development Programs				
Educational Equity				
Tobacco Use Prevention Education— (Prop. 99)				
Foster Youth		895,145	834,134	93.2%
Lottery Inst.	138,832	54,709	193,541	100%
<b>TOTAL</b>	138,832	4,457,904	4,051,614	90.9%

\*Categorical Flexibility Funds include, but are not limited to, the following funds:

School and Library Improvement Block Grant

Gifted and Talented Education

School Safety and Violence Prevention Act

Tenth Grade Counseling

Dropout Prevention and Recovery Act: School-based Pupil Motivation and Maintenance Program

## Additional Mandatory Title I Descriptions

Please provide a general description of the nature of the programs to be conducted by the LEA's schools under Section 1114, "Schoolwide Programs," and/or Section 1115, "Targeted Assistance Schools." Direct-funded charters and single school districts, if conducting a schoolwide program authorized under Section 1114, may attach a copy of the Single Plan for Student Achievement in lieu of this description. All 10 of the required components must be addressed. (For more information on Schoolwide, please go to <http://www.cde.ca.gov/sp/sw/rt>; for Targeted Assistance go to <http://www.cde.ca.gov/sp/sw/rt/tasinfo.asp>).

Requirements	Description of how the LEA is meeting or plans to meet this requirement:
<p>For Schoolwide Programs (SWP), describe how the LEA will help schools to bring together all resources to upgrade the entire educational program at the school and include assistance in activities such as:</p> <ul style="list-style-type: none"> <li>• A comprehensive needs assessment of the entire school in relation to state standards. Schoolwide reform strategies that provide opportunities for all children to meet state standards.</li> <li>• Effective methods and instructional strategies based on scientifically-based research.</li> <li>• Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs.</li> <li>• Proven strategies that address the needs of historically under-served students, low achieving students, and those at risk of not meeting state standards.</li> <li>• Instruction by highly-qualified teachers and strategies to attract and keep such teachers.</li> <li>• High quality and ongoing PD for teachers, principals, paraprofessionals, and if appropriate, pupil services personnel, parents, and other staff.</li> </ul>	<p>See page 5 for needs assessment process.</p> <p>See Goals 1 and 2 regarding ELA/ELD and math alignment to CCSS.</p> <p>See pages 9-10.</p> <p>See pages 9-10.</p> <p>See page 15.</p> <p>See page 15.</p>

## Additional Mandatory Title I Descriptions (Cont.)

Requirements	Description of how the LEA is meeting or plans to meet this requirement:
<ul style="list-style-type: none"> <li>• Strategies to increase parental involvement.</li> <li>• Assistance to preschool children in transitioning from early childhood programs to elementary school programs.</li> <li>• Timely and effective additional assistance to students who experience difficulty mastering state standards.</li> </ul>	
<p>For targeted assistance programs (TAS), describe how the LEA will help schools to identify participating students most at risk of failing to meet state standards and help those students to meet the State’s challenging academic standards. The description should include activities such as:</p> <ul style="list-style-type: none"> <li>• Effective methods and instructional strategies based on scientifically-based research.</li> <li>• Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs.</li> <li>• Strategies that minimize removing children from the regular classroom during regular school hours for instruction.</li> <li>• Instruction by highly-qualified teachers.</li> <li>• Professional development opportunities for teachers, principals, and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff.</li> <li>• Strategies to increase parental involvement.</li> </ul>	<p>Schools are all schoolwide programs.</p>

## Additional Mandatory Title I Descriptions (Cont.)

Requirements	Description of how the LEA is meeting or plans to meet this requirement:
<p>Describe who is involved and the criteria used to identify which students in a targeted assistance school will receive services. The criteria should:</p> <ul style="list-style-type: none"> <li>• Identify children who are failing or most at risk of failing to meet the state academic content standards.</li> <li>• Use multiple measures that include objective criteria such as state assessments, and subjective criteria such as teacher judgment, parent interviews, and classroom grades.</li> <li>• Include solely teacher judgment, parent interviews and developmentally appropriate measures, if the district operates a preschool through grade two program with Title I funds.</li> </ul>	NA
<p>The description should include services to homeless children, such as the appointment of a district liaison, immediate enrollment, transportation, and remaining in school of origin.</p>	<p><i>RCOE Alternative Education students are assigned to the program by probation officers, courts, or districts. The Foster Youth Program addresses the needs of foster youth within the county.</i></p>
<p>The description should include services to children in a local institution for neglected or delinquent children and youth or those attending a community day program, if appropriate.</p>	<p><i>RCOE operates the community schools program for Riverside County. The services described above in Goals 1-4 are addressing the needs of the community school population.</i></p>
<p>For SWP, describe how the LEA will help schools to bring together all resources to upgrade the entire educational program at the school and include assistance in activities such as:</p> <ul style="list-style-type: none"> <li>• A comprehensive needs assessment of the entire school in relation to state standards. Schoolwide reform strategies that provide opportunities for all children to meet state standards.</li> </ul>	See page 5.

## Additional Mandatory Title I Descriptions (Cont.)

Requirements	Description of how the LEA is meeting or plans to meet this requirement:
<ul style="list-style-type: none"> <li>• Effective methods and instructional strategies based on scientifically-based research.</li> <li>• Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs.</li> <li>• Proven strategies that address the needs of historically underserved students, low achieving students, and those at risk of not meeting state standards.</li> <li>• Instruction by highly-qualified teachers and strategies to attract and keep such teachers.</li> <li>• High quality and ongoing PD for teachers, principals, paraprofessionals, and if appropriate, pupil services personnel, parents, and other staff.</li> <li>• Strategies to increase parental involvement.</li> <li>• Assistance to preschool children in transitioning from early childhood programs to elementary school programs.</li> <li>• Timely and effective additional assistance to students who experience difficulty mastering state standards.</li> </ul>	<p><i>See pages 7-15 for all requirements in this section.</i></p>
<p>For targeted assistance programs (TAS), describe how the LEA will help schools to identify participating students most at risk of failing to meet state standards and help those students to meet the State's challenging academic standards. The description should include activities such as:</p>	<p>NA</p>

## Additional Mandatory Title I Descriptions (Cont.)

Requirements	Description of how the LEA is meeting or plans to meet this requirement:
<ul style="list-style-type: none"> <li>• Effective methods and instructional strategies based on scientifically-based research.</li> <li>• Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs.</li> <li>• Strategies that minimize removing children from the regular classroom during regular school hours for instruction.</li> <li>• Instruction by highly-qualified teachers.</li> <li>• Professional development opportunities for teachers, principals, and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff.</li> <li>• Strategies to increase parental involvement.</li> </ul>	
<p>Describe who is involved and the criteria used to identify which students in a targeted assistance school will receive services. The criteria should:</p> <ul style="list-style-type: none"> <li>• Identify children who are failing or most at risk of failing to meet the state academic content standards.</li> <li>• Use multiple measures that include objective criteria such as state assessments, and subjective criteria such as teacher judgment, parent interviews, and classroom grades.</li> <li>• Include solely teacher judgment, parent interviews and developmentally appropriate measures, if the district</li> </ul>	<p><i>Not Applicable. Schools are all Title I Schoolwide programs.</i></p>

## Additional Mandatory Title I Descriptions (Cont.)

Requirements	Description of how the LEA is meeting or plans to meet this requirement:
operates a preschool through grade two program with Title I funds.	
The description should include services to homeless children, such as the appointment of a district liaison, immediate enrollment, transportation, and remaining in school of origin.	
The description should include services to children in a local institution for neglected or delinquent children and youth or those attending a community day program, if appropriate.	

Please describe the strategy the LEA will use to coordinate programs under Title I with programs under Title II to provide PD for teachers and principals, and, if appropriate, pupil services personnel, administrators, parents, and other staff, including LEA-level staff in accordance with Section 1118, "Parental Involvement," and Section 1119, "Qualifications for Teachers and Paraprofessionals."	
Requirements	Description of how the LEA is meeting or plans to meet this requirement:
Describe the process for parent notification of the school's identification as PI, including notification of the right for students to transfer to another school that is not PI with paid transportation, and the right to receive supplemental services.	<i>Parents receive a written notification of the school's identification as a PI school prior to the beginning of the school year. Since the Alternative Education program serves students assigned to the sites by judges, districts, or other agencies, the right to participate in a Choice program is not available. Sites do offer SES services.</i>
Describe how the LEA will provide school choice and supplemental services to eligible children, including the selection of the children to receive services.	<i>SES tutoring services are provided at the community school and in the court schools. All eligible students receive tutoring support and services.</i>

## Additional Mandatory Title I Descriptions (Cont.)

Requirements	Description of how the LEA is meeting or plans to meet this requirement:
Describe the LEA's strategies for coordinating resources and efforts to help schools retain, recruit, and increase the number of highly-qualified teachers, principals, and other staff.	<i>RCOE has all highly qualified teachers. Any new hires are provided opportunities to complete credentialing requirement in the first year of service.</i>
Describe the LEA's strategies for coordinating resources and efforts to prepare parents to be involved in the schools and in their children's education.	<i>See pages 12-13.</i>
<p>Describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program, including programs such as:</p> <ol style="list-style-type: none"> <li>a. Even Start</li> <li>b. Head Start</li> <li>c. Early Reading First</li> <li>d. Other preschool programs</li> <li>e. Services for children that are migratory, neglected or delinquent, Native American (Title VII, Part A), homeless, immigrant, and limited-English proficient, and children with disabilities.</li> </ol> <p>Ensure that all programs listed in the budget pages of the LEA Plan (pages 38–39) have been addressed.</p>	<i>Coordination and integration of educational services occurs at weekly cabinet meetings, monthly cabinet meetings, monthly cabinet/leadership team meetings; through subject matter networks to provide seamless transition for students.</i>

## Assurances

To assure the LEA's eligibility for funds included in this Plan, the Superintendent attests to compliance with all of the following statements by the signature on the cover page.

### General Assurances

1. Each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.
2. The LEA will comply with all applicable supplement not supplant and maintenance of effort requirements.
3. The control of funds provided under each program and title to property acquired with program funds will be in a public agency, a non-profit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities. The public agency, non-profit private agency, institutions, organization, or Indian tribe will administer the funds and property to the extent required by the authorizing law.
4. The LEA will adopt and use proper methods of administering each such program, including the enforcement of any obligations imposed by law of agencies, institutions, organizations, and other recipients responsible for carrying out each program; and the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.
5. The LEA will cooperate in carrying out any evaluation of each such program conducted by, or for, the State Educational Agency (SEA), the Secretary, or other Federal officials.
6. The LEA will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program.
7. The LEA will submit such reports to the SEA (which shall make the reports available to the Governor) as the Secretary of the SEA and Secretary may require to enable the SEA and Secretary to perform their duties under each such program; and maintain such records, provide such information, and afford such access to the records as the SEA (after consultation with the Governor) or the Secretary may reasonably require to carry out the SEA's or the Secretary's duties.
8. The LEA has consulted with teachers, school administrators, parents, and others in the development of the local consolidated application/LEA Plan to the extent required under Federal law governing each program included in the consolidated application/LEA Plan.
9. Before the application was submitted, the LEA afforded a reasonable opportunity for public comment on the application and considered such comment.

- 9a. The LEA will provide the certification on constitutionally protected prayer that is required by Section 9524.
10. The LEA will comply with the armed forces recruiter access provisions required by Section 9528.

### **Title I, Part A**

The LEA hereby assures that it will:

11. Participate, if selected, in the State National Assessment of Educational Progress in 4<sup>th</sup> and 8<sup>th</sup> grade reading and mathematics carried out under Section 411(b)(2) of the National Education Statistics Act of 1994.
12. If the LEA receives more than \$500,000 in Title I funds, it will reserve at least one percent of the allocation to carry out ESEA Section 1118, Parent Involvement, including promoting family literacy and parenting skills. The LEA then will set aside an amount for parental involvement of parents of private school children, based on the proportion of private school children from low-income families residing in Title I attendance areas. The LEA will then distribute at least 95 percent of the remainder to its public schools, leaving the balance of the reserved funds for parental involvement activities at the LEA level.
13. Inform eligible schools and parents of schoolwide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources.
14. Provide technical assistance and support to schoolwide programs.
15. Work in consultation with schools as the schools develop the schools' plans pursuant to Section 1114 and assist schools as the schools implement such plans or undertake activities pursuant to Section 1115 so that each school can make adequate yearly progress toward meeting the State student academic achievement standards.
16. Fulfill such agency's school improvement responsibilities under Section 1116, including taking actions under paragraphs (7) and (8) of Section 1116(b).
17. Provide services to eligible children attending private elementary schools and secondary schools in accordance with Section 1120, and timely and meaningful consultation with private school officials regarding such services.
18. Take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part.

19. In the case of an LEA that chooses to use funds under this part to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act.
20. Work in consultation with schools as the schools develop and implement their plans or activities under sections 1118 and 1119 and California *Education Code* Section 64001.
21. Comply with requirements regarding the qualifications of teachers, paraprofessionals, and Professional Development (PD).
22. Inform eligible schools of the LEA's authority to obtain waivers on the school's behalf under Title IX.
23. Coordinate and collaborate, to the extent feasible and necessary as determined by the LEA, with the SEA and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under Section 1116 if such a school requests assistance from the LEA in addressing major factors that have significantly affected student achievement at the school.
24. Ensure, through incentives for voluntary transfers, the provision of PD, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.
25. Use the results of the student academic assessments required under Section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress of each school served by the agency and receiving funds under this part to determine whether all of the schools are making the progress necessary to ensure that all students will meet the State's proficient level of achievement on the State academic assessments described in Section 1111(b)(3) within 12 years from the baseline year described in Section 1111(b)(2)(E)(ii).
26. Ensure that the results from the academic assessments required under Section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language or other mode of communication that the parents can understand.
27. Assist each school served by the agency and assisted under this part in developing or identifying examples of high-quality, effective curricula consistent with Section 1111(b)(8)(D) and California *Education Code* Section 64001.

28. Ensure that schools in school improvement status spend not less than 10 percent of their Title I funds to provide PD (in the area[s] of identification to teachers and principals) for each fiscal year.
29. Prepare and disseminate an annual LEA report card in accordance with Section 1111(h)(2).
30. Where applicable, the applicant will comply with the comparability of services requirement under section 1120A(c). In the case of an LEA to which comparability applies, the applicant has established and implemented an agency-wide salary schedule; a policy to ensure equivalence among schools in teachers, administrators, and other staff; and a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies. Documentation will be on file to demonstrate that the salary schedule and local policies result in comparability and will be updated biennially.

### **Title I, Part D—Subpart 2**

31. Where feasible, ensure that educational programs in the correctional facility are coordinated with the student's home school, particularly with respect to a student with an individualized education program under Part B of the Individuals with Disabilities Education Act.
32. Work to ensure that the correctional facility is staffed with teachers and other qualified staffs that are trained to work with children and youth with disabilities, taking into consideration the unique needs of such children and youth.
33. Ensure that the educational programs in the correctional facility are related to assisting students to meet high academic achievement standards.

### **Title II, Part A**

34. The LEA, hereby, assures that:

- The LEA will target funds to schools within the jurisdiction of the LEA that:
  - a. Have the lowest proportion of highly-qualified teachers;
  - b. Have the largest average class size; or
  - c. Are identified for school improvement under Section 1116(b).
- The LEA will comply with Section 9501 (regarding participation by private school children and teachers).
- The LEA has performed the required assessment of local needs for PD and hiring, taking into account the activities that need to be conducted in order to give teachers

the means, including subject matter knowledge and pedagogy skills, and to give principals the instructional leadership skills to help teachers, to provide students with the opportunity to meet California's academic content standards. This needs assessment was conducted with the involvement of teachers, including teachers participating in programs under Part A of Title I.

- The LEA will assure compliance with the requirements of PD as defined in Section 9101 (34).

### **Title III**

35. The LEA assures that it consulted with teachers, researchers, school administrators, parents, and, if appropriate, with education-related community groups, nonprofit organizations, and institutions of higher education in developing the LEA Plan.
36. The LEA will hold elementary and secondary schools accountable for increasing English language proficiency and for Limited-English Proficient (LEP) subgroups making AYP.
37. The LEA is complying with Section 3302 prior to, and throughout, each school year.
38. The LEA annually will assess the English proficiency of all students with limited English proficiency participating in programs funded under this part.
39. The LEA has based its proposed plan on scientifically based research on teaching limited-English proficient students.
40. The LEA ensures that the programs will enable students to speak, read, write, and comprehend the English language and meet challenging State academic content and student academic achievement standards.
41. The LEA is not in violation of any State law, including State constitutional law, regarding the education of limited-English proficient students, consistent with sections 3126 and 3127.

### **Title V, Part A**

42. The LEA has provided, in the allocation of funds for the assistance authorized by this part and in the planning, design, and implementation of such innovative assistance programs, for systematic consultation with parents of children attending elementary schools and secondary schools in the area served by the LEA, with teachers and administrative personnel in such schools, and with such other groups involved in the implementation of this part (such as librarians, school counselors, and other pupil services personnel) as may be considered appropriate by the LEA.

43. The LEA will comply with this Part A, including the provisions of Section 5142 concerning the participation of children enrolled in private nonprofit schools.
44. The LEA will keep such records, and provide such information to the SEA, as may be reasonably required for fiscal audit and program evaluation.
45. The LEA will annually evaluate the programs carried out under this Part A, and that evaluation:
- Will be used to make decisions about appropriate changes in programs for the subsequent year
  - Will describe how assistance under this part affected student academic achievement and will include, at a minimum, information and data on the use of funds, the types of services furnished, and the students served under this part
  - Will be submitted to the SEA at the time and in the manner requested by the SEA.

#### **Additional LEA Plan Assurances**

46. Unsafe School Choice Policy: the LEA assures that it will establish and implement a policy requiring that a student attending a persistently dangerous public elementary school or secondary school, as determined by the State, or who becomes a victim of a violent criminal offense, as determined by State law, while in or on the grounds of a public elementary school or secondary school that the student attends, be allowed to attend a safe public elementary or secondary school within the LEA, including a public charter school. The LEA will submit on a format to be designated by CDE the information the state requires to complete annual federal reporting requirements on the number of schools that have been designated “persistently dangerous” in accordance with California State Board of Education policy (Section 9532, General Provisions, Title IX, PL 107–110).