Introduction:

LEA: Riverside County Office of Education **Contact:** Dr. Charles Fischer, Executive Director, cfischer@rcoe.us, 951-826-6464   **LCAP Year:** 2014-2015

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and annual update template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

Instructions: Describe the process used to engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

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

Section 1: Stakeholder Engagement

Involvement Process	Impact on LCAP
Parents and community stakeholders were involved in the development of the Alternative Education LCAP for the Riverside County Office of Education. Parents were involved in the development of the needs analysis through surveys and discussions at various forums that included School Site Council meetings (December 2013), principal breakfasts at each school in December 2013 and January 2014 (82 parents participated), and special regional parent meetings held on February 5 at Indio, February 9 at Twin Pines, February 11 at Arlington, and February 14 at Moreno Valley (53 parents participated). During the meetings with parents, principals reviewed the 2012-2013 student data (quantitative) and survey results (qualitative) at the meetings and facilitated discussions for input. Parent completed surveys at all schools after the data discussions. The SSCs met on April 29, 30 and May 10 to review progress on the draft and met on May 24 and 27, 2014 for final review and consult.	The survey results and the information provided by stakeholders at the meetings and forums helped formulate goals and specific actions in the LCAP. **Impact on LCAP from parent input:** • Access to technology and online learning options for their children. • Increase career/college awareness. • Study trips/field trips/experiential learning. • Tutoring. • School safety, such as anti-bullying programs. • Sports program. • Improved school/parent communication/automated parent response system to report student grades and attendance. Parents want regular meetings with staff (community school).

Section 1: Stakeholder Engagement

Involvement Process	Impact on LCAP
Parents of English learners on the ELACs (December 2013) and DELACs (November 2013 and January 2014) were involved in the development of the needs analysis and goals for the LCAP. The Alternative Education Administrator reviewed student data with the parents, asked parents to complete a survey, and then facilitated a discussion for input. The DELAC met on April 22 for final review and consult. The ELACs met on April 29, 30 and May 10 to review progress on the draft and met on May 24 and 27, 2014 for final review and consult.	**Impact on LCAP from ELAC and DELAC:** • Meet with students about the importance of arriving to school on time and attending school on a daily basis. • Provide parents with more information about student academic progress. • Provide extra-curricular activities for students. • Add classes that enable students to explore career options.
The Foster Youth Advisory Board provided input on the LCAP needs analysis on January 31, 2014.	**Impact on LCAP identified by Foster Youth Advisory Board:** • Implement AVID program. • Writing and math readiness. • Assistance with transfer to four-year universities. • Advertise tutoring; increase literacy. • Extra-curricular activities, funding.
The California School Employee Association (Chapter 693) reviewed the LCAP on March 14, March 20, and April 2, 2014.	**Impact on LCAP identified by CSEA:** • Continue PBIS and other programs to connect students to school and to maintain school safety. • Include Instructional Assistants in the Wednesday PLCs.
The Riverside County Office Teachers Association reviewed the LCAP on February 20, 2014 and on April 4, 2014.	**Impact on LCAP identified by RCOTA:** • Professional learning communities. • On campus security and school resource officers. • Classroom materials/supplies. • Need for professional development in areas of core curriculum, EL, and use of technology in the classroom.
Principals met with student focus groups at the community schools and court schools in early April 2014 for their input into school programs for the LCAP.	**Impact on LCAP identified by students:** • Access to tablets/technology for learning. • Access to UC a-g approved course, AP classes and CTE. • More after school tutoring. • School safety and bullying prevention programs. • Extra-curricular activities. • More experiential learning activities (field/study trips). • Parent involvement at school.

<u>**Section 2: Goals and Progress Indicators**</u>

*For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Guiding Questions:
1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
3) What are the LEA's goal(s) to address state priorities related to "Engagement" (e.g., pupil and parent)?
4) What are the LEA's goal(s) to address locally-identified priorities?
5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What are the unique goals for subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
7) What are the specific predicted outcomes/metrics/noticeable changes associated with each of the goals annually and over the term of the LCAP?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority and/or to review progress toward goals in the annual update?
9) What information was considered/reviewed for individual school sites?
10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

<u>Section 2: Goals and Progress Indicators</u>

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
Needs: Students need instructional strategies in reading and writing for the CCSS, extended learning time**,** access to technology and informational text, experiential learning activities, differentiated instruction, AVID, and highly qualified teachers prepared for the CCSS. **Metrics:** The Alternative Education short-cycle assessments to measure student learning of the CCSS in ELA were developed in 2013-2014 for implementation in 2014-2015 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 Textbook Sufficiency Report	Goal 1: Students will demonstrate proficiency in the Common Core State Standards in reading and writing (Goals will be set when the CAASSP	All	All		<u>Determine baseline for CAASPP in June 2015</u> to measure CCSS ELA proficiency. <u>By June 2015,</u> 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 on the ELA CCSS. <u>Determine baseline API</u> Increase percent of HQT from 43.7% to 48.7%. Maintain Textbook Sufficiency.	<u>Use 2015 CAASPP data to set 2016</u> targets for measuring CCSS ELA proficiency. <u>By June 2016,</u> 12% of continuously enrolled students, in the aggregate and for each subgroup, will score a minimum of 70% on the Alt. Ed. Short-cycle assessments on the ELA CCSS. <u>Will use API when State implements.</u> Increase percent of HQT from 48.7% to 53.7%. Maintain Textbook Sufficiency.	<u>Use 2016 CAASPP data to set 2017</u> targets for measuring CCSS ELA proficiency. <u>By June 2017,</u> 14% of continuously enrolled students, in the aggregate and for each subgroup, will score a minimum of 70% on the Alt. Ed. Short-cycle assessments on the ELA CCSS. <u>Will use API when State implements.</u> Increase percent of HQT from 53.7% to 58.7%. Maintain Textbook Sufficiency.	**Student achievement:** Performance on standardized tests, score on Academic Performance Index *(Priority 4).* **Other student outcomes**: Other indicators of performance in required areas of study *(Priority 8).* **Implementation of State Standards**: Implementation of academic content and performance standards *(Priority 2).* **Basics:** Teachers are appropriately assigned and fully credentialed in the subject areas; every pupil in the school district has sufficient access to the standards-aligned instructional materials *(Priority 1).*

<u>Section 2: Goals and Progress Indicators</u>

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
Needs: Students need instructional strategies in problem solving using real-world applications for the CCSS in math. Students need extended learning time, differentiated instruction, access to technology, and highly qualified teachers prepared for the CCSS. **Metrics:** The Alt. Ed. short-cycle assessments to measure student learning of CCSS in math were developed in 2013-14 for use in 2014-2015 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 Textbook Sufficiency Report	Goal 2: Students will demonstrate proficiency in the Common Core State Standards in math.	All:	All		<u>Determine baseline for CAASPP in June 2015</u> to measure CCSS math proficiency. <u>By June 2015</u>, 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 on the math CCSS. <u>Develop baseline API</u> Increase percent of HQT from 43.7% to 48.7%. Maintain Textbook Sufficiency.	<u>Use 2015 CAASPP data to set 2016</u> targets for measuring CCSS math proficiency. <u>By June 2016</u>, 12% of continuously enrolled students, in the aggregate and for each subgroup, will score a minimum of 70% on the Alt. Ed. Short-cycle assessments on the math CCSS. <u>Will use API when State implements.</u> Increase percent of HQT from 48.7% to 53.7%. Maintain Textbook Sufficiency.	<u>Use 2016 CAASPP data to set 2017</u> targets for measuring CCSS math proficiency. <u>By June 2017</u>, 14% of continuously enrolled students, in the aggregate and for each subgroup, will score a minimum of 70% on the Alt. Ed. Short-cycle assessments on the math CCSS. <u>Will use API when State implements.</u> Increase percent of HQT from 53.7% to 58.7%. Maintain Textbook Sufficiency.	**Student achievement:** Performance on standardized tests, score on Academic Performance Index *(Priority 4).* **Other student outcomes**: Other indicators of performance in required areas of study *(Priority 8).* **Implementation of State Standards**: Implementation of academic content and performance standards *(Priority 2).* **Basics:** Teachers are appropriately assigned and fully credentialed in the subject areas; every pupil in the school district has sufficient access to the standards-aligned instructional material *(Priority 1).*

Section 2: Goals and Progress Indicators

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
Needs: Students need courses to increase college and career readiness: Biology with wet labs, Expository Reading and Writing, CTE, Advanced Placement, and UC a-g courses. **Metrics:** Graduation data, 2011, 2012, and 2013 CAHSEE data, 2011, 2012, and 2013 EAP data, 2011, 2012, and 2013 UC a-g enrollment 2011, 2012, 2013 CTE participation rate 2011, 2012, and 2013 Course enrollment report 2013 No Advanced Placement enrollment	Goal 3: All students will graduate from high school and be prepared for post-secondary education and careers.	All	All		By June 2015, the high school graduation rate will increase from 82.4% to 83.4%. By June 2015, the passing rate on the CAHSEE ELA will increase from 32% to 34% for continuously enrolled students. By June 2015, the passing rate on the CAHSEE in math will increase from 35% to 37% for continuously enrolled students. By June 2015, the proficiency rate on the CAHSEE in ELA will increase from 14.1% to 16.1% for continuously enrolled students. By June 2015, the proficiency rate on the CAHSEE in math will increase from 8% to 10% for continuously enrolled students.	By June 2016, the high school graduation rate will increase from 83.4% to 84.4%. By June 2016, the passing rate on the CAHSEE in ELA will increase from 34% to 36% for continuously enrolled students. By June 2016, the passing rate on the CAHSEE in math will increase from 37% to 39% for continuously enrolled students. By June 2016, the proficiency rate on the CAHSEE in ELA will increase from 16.1% to 18.1% for continuously enrolled students By June 2016, the proficiency rate on the CAHSEE in math will increase from 10% to 12% for continuously enrolled students.	By June 2017, the high school graduation rate will increase from 84.4% to 85.4%. By June 2017, the passing rate on the CAHSEE in ELA will increase from 36% to 38% for continuously enrolled students. By June 2017, the passing rate on the CAHSEE in math will increase from 39% to 41% for continuously enrolled students. By June 2017, the proficiency rate on the CAHSEE in ELA will increase from 18.1% to 20.1% for continuously enrolled students By June 2017, the proficiency rate on the CAHSEE in math will increase from 12% to 14% for continuously enrolled students.	**Student achievement:** Share of students that are college and career ready, share of students that pass Advanced Placement Exams with 3 or higher, share of students prepared for college by the Early Assessment Program (*Priority 4*). **Student engagement**: High school graduation rates *(Priority 5).* **Course access:** Student enrollment in a broad course of study *(Priority 7).* **Other student outcomes**: Other indicators of performance in required areas of study *(Priority 8).*

Section 2: Goals and Progress Indicators

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
	Goal 3 (Continued): All students will graduate from high school and be prepared for post-secondary education and careers.	All	All		By June 2015, the percent of continuously enrolled students 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% (Most students are enrolled for one semester and sometimes two semesters, which is not sufficient time to complete a CTE sequence of courses). A biology course will be developed and submitted for a-g approval to offer in 2015-2016.	By June 2016, the percent of continuously enrolled students scoring Conditional Ready and/or Ready on the EAP will increase from 2% to 4%. By June 2016, the CTE student participation rate will increase from 18.8% to 20.8% (Most students are enrolled for one semester and sometimes two semesters, which is not sufficient time to complete a CTE sequence of courses). By June 2016, the percent of students enrolled in biology will increase from 0 to 1%.	By June 2017, the percent of continuously enrolled students scoring Conditional Ready and/or Ready on the EAP will increase from 4% to 6%. By June 2017, the CTE student participation rate will increase from 20.8% to 22.8% (Most students are enrolled for one semester and sometimes two semesters, which is not sufficient time to complete a CTE sequence of courses). By June 2017, the percent of students enrolled in biology will increase from 1% to 2%.	

<u>**Section 2: Goals and Progress Indicators**</u>

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
	Goal 3 (Continued): All students will graduate from high school and be prepared for post-secondary education and careers.	All	All			By June 2016, the percent of students enrolled in UC a-g courses will increase from 0 to 2%. Will develop AP course to pilot in 2016-2017.	By June 2017, the percent of students enrolled in UC a-g courses will increase from 2% to 4%. By June 2017, the percent of students passing an AP exam with a 3 or better will increase from 0 to 1%.	

Section 2: Goals and Progress Indicators

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
Needs: Students need programs to improve attendance and reduce chronic absenteeism (systematic SARB process). Students need school-wide and classroom positive behavior programs and extra-curricular activities. According to the needs assessment, facilities are in good repair. Parents need increased opportunities for involvement. **Metrics:** Attendance Rate 2013 Chronic Absenteeism 2013 Suspension Rate 2013 (Alternative Education does not expel students) Dropout Rate 2011 and 2012 Senior Exit Survey 2013 Parent Survey 2013 Facility Inspection Tool 2013	Goal 4: All students will be connected to school and educated in positive, safe, and healthy learning environments.	All	All		By June 2015, the student attendance rate will increase from 80% to 81% 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%.	By June 2016, the student attendance rate will increase from 81% to 82% with a corollary reduction in chronic absenteeism from 18% to 17% in Community schools. By June 2016, the percent of student suspensions will be reduced from 22% to 21% at Community schools. By June 2016, the dropout rate will be reduced from 3.2 to 3.0 for middle school and reduced from 10.9 to 10.7 for high school. By June 2016, the percent of students who indicate Agree on all areas of the RCOE Senior Exit Survey will increase from 85% to 87%.	By June 2017, the student attendance rate will increase from 82% to 83% with a corollary reduction in chronic absenteeism from 17% to 16% in Community schools. By June 2017, the percent of student suspensions will be reduced from 21% to 20% at Community schools. By June 2017, the dropout rate will be reduced from 3.0 to 2.8 for middle school and reduced from 10.7 to 10.5 for high school. June 2017, the percent of students who indicate Agree on all areas of the RCOE Senior Exit Survey will increase from 87% to 89%.	**Student engagement**: School attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates *(Priority 5).* **School climate**: Student suspension rates, other local measures *(Priority 6).*

<u>**Section 2: Goals and Progress Indicators**</u>

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
	Goal 4 (Continued): All students will be connected to school and educated in positive, safe, and healthy learning environments.				The percent of parents who agree on the Alt. Ed. Parent Survey on "opportunities for parent engagement, activities, and committees" will increase from 88.5% in 2014 to 89.5% in 2015. Maintain facilities in good repair as indicated on the 2014-2015 Facility Inspection Tool.	The percent of parents who agree on the Alt. Ed. Parent Survey on "opportunities for parent engagement, activities, and committees" will increase from 89.5% in 2015 to 90.5% in 2016. Maintain facilities in good repair as indicated on the 2015-2016 Facility Inspection Tool.	The percent of parents who agree on the Alt. Ed. Parent Survey on "opportunities for parent engagement, activities, and committees" will increase from 90.5% in 2016 to 91.5% in 2017. Maintain facilities in good repair as indicated on the 2016-2017 Facility Inspection Tool.	**Parent involvement**: Efforts to seek parent input, promotion of parent participation *(Priority 3).* **Basics:** School facilities are maintained in good repair *(Priority 1).*

Section 2: Goals and Progress Indicators

Identified Need and Metric	Goals			Annual Update:	What will be different/improved for students?			Related State and Local Priorities
(What needs have been identified and what metrics are used to measure progress?)	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)	Analysis of Progress	Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	(Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
Needs: EL Students need designated and integrated ELD class/time, ELD materials aligned to the new ELA/ELD standards, differentiated instruction, and intervention in reading and math. A reclassification process needs to be implemented in RCOE Alternative Education. **Metrics:** AMAO II (Scores 4 or 5 on CELDT) 2011, 2012, and 2013 Reclassification, 2011, 2012, and 2013 CAHSEE 2011, 2012, and 2013	Goal 5: English Learners will acquire proficiency in English and demonstrate proficiency on the CAHSEE in ELA and math.	English Learners	All		By June 2015, the percent of EL students in U.S. schools less than 5 years scoring Early Adv. 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 5 years scoring Early Adv. or Advanced on the CELDT will increase from 17.9% to 19.9% By June 2015, the reclassification rate will increase from 0 to 2%. By June 2015, the passing rate on the CAHSEE in ELA will increase from 29.3% to 31.3% for continuously enrolled EL students.	By June 2016, the percent of EL students in U.S. schools less than 5 years scoring Early Adv. or Advanced on the CELDT will increase from 5.1% to 7.1% By June 2016, the percent of EL students in U.S. schools more than 5 years scoring Early Adv. or Advanced on the CELDT will increase from 19.9% to 21.9% By June 2016, the reclassification rate will increase from 2% to 4%. By June 2016, the passing rate on the CAHSEE in ELA will increase from 31.3% to 33.1% for continuously enrolled EL students.	By June 2017, the percent of EL students in U.S. schools less than 5 years scoring Emerging or Expanding on ELPAC will increase from 7.1% to 9.1%. By June 2017, the percent of EL students in U.S. schools more than 5 years scoring Expanding or Bridging on the ELPAC will increase from 21.9% to 23.9%. By June 2017, the reclassification rate will increase from 4% to 6%. By June 2017, the passing rate on the CAHSEE in ELA will increase from 33.1% to 35.1% for continuously enrolled EL students.	**Student achievement:** English learners that become English proficient on Standardized tests and English learner reclassification rate *(Priority 4).*

<u>**Section 2: Goals and Progress Indicators**</u>

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
	Goal 5 (Continued): English Learners will acquire proficiency in English and demonstrate proficiency on the CAHSEE in ELA and math				<u>By June 2015</u>, the passing rate on the CAHSEE in math will increase from 32.7% to 34.7% for continuously enrolled EL students. <u>By June 2015</u>, the proficiency rate on the CAHSEE in ELA will increase from 3% to 8% for continuously enrolled EL students. <u>By June 2015</u>, the proficiency rate on the CAHSEE in math will increase from 3.1% to 8.1% for continuously enrolled EL students.	<u>By June 2016</u>, the passing rate on the CAHSEE in math will increase from 34.7% to 36.7% for continuously enrolled EL students. <u>By June 2016</u>, the proficiency rate on the CAHSEE in ELA will increase from 8% to 13% for continuously enrolled EL students. <u>By June 2016</u>, the proficiency rate on the CAHSEE in math will increase from 8.1% to 13.1% for continuously enrolled EL students.	<u>By June 2017</u>, the passing rate on the CAHSEE in math will increase from 36.7% to 38.7% for continuously enrolled EL students. <u>By June 2017</u>, the proficiency rate on the CAHSEE in ELA will increase from 13% to 18% for continuously enrolled EL students. <u>By June 2017</u>, the proficiency rate on the CAHSEE in math will increase from 13.1% to 18.1% for continuously enrolled EL students.	

<u>Section 2: Goals and Progress Indicators</u>

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
Need based on Expelled Student Plan: A service gap exists for expelled K-6 students since they must be served in programs separated from expelled students in grades 7-12. Due to the small number of expelled K-6 students, programs are provided at the RLCs, using an independent study school format. <u>A second service gap</u> exists in the case of students expelled by small school districts who present a wide variation in terms of age, grade level, and seriousness of expulsion offense. That wide range needs make it difficult to provide appropriate programs for these students within those districts. Due to this need, RCOE provides community school programs to serve those students. **Metric:** Credits Completed 2013	Goal 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.	Expelled students	County-wide Community School		By June 2015, the percent of continuously enrolled students in Community school for one semester earning 30 credits toward high school graduation will increase from 14% to 16%.	By June 2016, the percent of continuously enrolled students in Community school for one semester earning 30 credits toward high school graduation will increase from 16% to 18%.	By June 2017, the percent of continuously enrolled students in Community school for one semester earning 30 credits toward high school graduation will increase from 18% to 20%.	**Expelled students:** Coordination of instruction of expelled pupils *(Priority 9).*

Section 2: Goals and Progress Indicators

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
Need: Approximately 4,500 children live in foster care homes in Riverside County, with over 100 group homes serving foster youth. The Strategic Tutoring Program Annual Report indicated that 257 foster youth received services, and 112 students completed 36 hours of tutoring in 2012-2013. The Social Work Intern Program provided services to foster youth dispersed geographically across Riverside County in 2012-2013. Students transition/emancipation services was 214, of which 130 (61%) were reported as having graduated in June 2013. All of the 130 who graduated were reported to have chosen a post-secondary education pathway, joined the armed forces, enrolled in a CTE or vocational program, or entered the workforce. **Metrics:** Tutoring Hours and WhyTry data.	Goal 7: Foster Youth Services: Students will receive support through coordination of services, **i**ncluding 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.	Foster Youth	County-wide		By June 2015, 25% of Foster Youth students, countywide, who enroll in the tutoring program, will complete a minimum of 36 hours of tutoring. By June 2015, 10% of Foster Youth students, countywide, will participate in the WhyTry program.	By June 2016, 30% of Foster Youth students, countywide, who enroll in the tutoring program, will complete a minimum of 36 hours of tutoring. By June 2016, 13% of Foster Youth students, countywide, will participate in the WhyTry program.	By June 2017, 35% of Foster Youth students, countywide, who enroll in the tutoring program, will complete a minimum of 36 hours of tutoring. By June 2017, 15% of Foster Youth students, countywide, will participate in the WhyTry program.	**Foster youth:** Coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records *(Priority 10).*

<u>**Section 3: Actions, Services, and Expenditures**</u>

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.
Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
2) How do these actions/services link to identified goals and performance indicators?
3) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?
4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

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

Section 3A: Actions, Services, and Expenditures

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
Goal 1 and Goal 2: Proficiency in CCSS in Reading, Writing and Math. **Goal 5:** EL	Priorities 2, 4, 8 CCSS, Achievement, Other Student Outcomes	Develop Common Core State Standards maps, units of study, and short-cycle assessments in ELA and math. *Research: CCSS.* CDE, March 2013.	LEA-wide		Determine math sequence of courses (traditional or integrated pathway), deconstruct math standards, develop standards maps/units of study and short-cycle assessments in ELA and math. **Expenditures: Teacher hourly pay, $122,000-Title I Budget. Total: $122,000**		
Goal 1 and Goal 2: Proficiency in CCSS in Reading, Writing and Math. **Goal 5:** EL	Priorities 2, 4, 8 CCSS, Achievement, Other Student Outcomes	Develop lessons that integrate CCSS literacy in history-social science and science. *Research: CCSS.* CDE, March 2013.	LEA-wide		Develop lessons that integrate CCSS literacy in history-social science, science, and technical subjects. **Expenditures: Teacher hourly pay, $61,000-Alt Ed Budget. Total: $61,000**	Develop standards maps and assessments for the next generation science standards. **Expenditures: Teacher hourly pay, $61,000-Alt Ed Budget. Total: $61,000**	Develop history-social science standards maps and assessments. **Expenditures: Teacher hourly pay, $61,000-Alt Ed Budget. Total: $61,000**
Goal 1 and Goal 2: Proficiency in CCSS in Reading, Writing and Math. **Goal 5:** EL	Priorities 2, 4, 8 CCSS, Achievement, Other Student Outcomes	Implement the Common Core State Standards maps and units of study in ELA/ELD and math. *Research: CCSS.* CDE, March 2013.	LEA-wide		Fully implement CCSS maps and 8 units of study in ELA and math with support from principals, TOSA, and collaboration during PLCs. **Expenditures: TOSA, $90,000-SIG Budget. Total: $90,000**	Integrate ELD standards in ELA units of study with support from principals, TOSA, and collaboration during PLCs. **Expenditures: TOSA, $90,000-SIG Budget. Total: $90,000**	Integrate science and social science standards in CCSS maps and 8 units of study in ELA/ELD and math with support from principals, TOSA, and collaboration during PLCs. **Expenditures: TOSA, $90,000-SIG Budget. Total: $90,000**
Goal 1 and Goal 2: Proficiency in CCSS in Reading, Writing and Math. **Goal 5:** EL	Priorities 1, 2, 4, 8 Instructional Materials, CCSS, Achievement, Other Student Outcomes	Acquire instructional/digital materials/resources to implement the Common Core State Standards in ELA and math. *Research: CCSS.* CDE, March 2013.	LEA-wide		Pilot math textbooks and acquire informational text (open source and purchase) and begin implementation of the staircase of text complexity based on the text complexity tool. **Expenditures: Textbooks and materials, $200,000-CCSS Lottery, and Alt Ed Budgets. Total: $200,000**	Adopt math textbooks and informational text (open source) and continue implementation of the staircase of text complexity based on the text complexity tool. **Expenditures: Textbooks and materials, $500,000-Alt Ed and Lottery Budget. Total: $500,000**	Adopt science textbooks and updated informational text (open source) and continue implementation of the staircase of text complexity based on the text complexity tool. **Expenditures: Textbooks and materials, $500,000-Alt Ed and Lottery Budget. Total: $500,000**

<u>**Section 3A: Actions, Services, and Expenditures**</u>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
Goal 1 and Goal 2: Proficiency in CCSS in Reading, Writing and Math. **Goal 5:** EL	Priorities 1, 2, 4, 8 Instructional Equipment, CCSS, Achievement, Other Student Outcomes	Acquire technology equipment to implement the Common Core State Standards. **Research:** *California eLearning Framework.* CCSESA, August 2013. *CCSS.* CDE, March 2013.	LEA-wide		Purchase tablets/computers for instruction in the CCSS in ELA and math. **Expenditures: Tablets with keyboards, $145,222-CCSS and SIG Budgets; Printers, $2,800Alt Ed Budget; Technology support, $127,241 and Tech Replacement Plan, $145,640-Alt Ed Budget.** **Total: $420,903**	Purchase tablets/computers for instruction in the CCSS in ELA and math. **Tablets with keyboards, $145,222-Alt Ed Budget; Printers, $2,800Alt Ed Budget; Technology support, $127,241 and Tech Replacement Plan, $145,640-Alt Ed Budget.** **Total: $420,903**	Purchase tablets/computers for instruction in the CCSS in ELA and math. **Tablets with keyboards, $150,000-Alt Ed Budget; Printers, $2,800Alt Ed Budget; Technology support, $127,241 and Tech Replacement Plan, $145,640-Alt Ed Budget.** **Total: $425,681**
Goal 1 and Goal 2: Proficiency in CCSS in Reading, Writing and Math. **Goal 5:** EL	Priorities 2, 4, 8 CCSS, Achievement, Other Student Outcomes	Measure student learning using the new RCOE SBAC-type short-cycle assessments (selected response, constructed response, and performance task) every four weeks and the SBAC summative assessment in the spring. **Research:** *Formative Assessment & Standards-Based Grading.* Marzano, 2010. *Visible Learning for Teachers: Maximizing Impact on Learning.* Hatte, 2012.	LEA-wide		Implement assessments using computers and tablets to monitor student learning. **Expenditures: Key Data/OARS Inspect contract, $82,000-HSGI and Title I Budgets.** **Total: $82,000**	Implement assessments using computers and tablets to monitor student learning. **Expenditures: Key Data/OARS Inspect contract, $82,000-Alt Ed and Title I Budgets.** **Total: $82,000**	Implement assessments using computers and tablets to monitor student learning. **Expenditures: Key Data/OARS Inspect contract, $82,000-Alt Ed and Title I Budgets.** **Total: $82,000**
Goal 1 and Goal 2: Proficiency in CCSS in Reading, Writing and Math.	Priority 1 Teacher Credentialing	Provide BTSA, VPSS, and staff development and training for teachers who need to meet content area qualifications in the core subject areas. **Research:** Elementary and Secondary Education Act**:** Teacher Requirements Resource Guide. CDE, November 2011.	LEA-wide		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. **Expenditures: 26 VPSS certifications, $24,700-Alt Ed Budget. Total: $24,700**	Provide BTSA and VPSS to meet content area qualifications in the core subject areas. The 4 teachers who need history-social-science certifications will be completed. **Expenditures: 4 VPSS certifications, $3,800, and BTSA for 8 teachers, $16,000-Alt Ed Budget. Total: $19,800**	Provide BTSA and VPSS for new teachers who need to meet content area qualifications in the core subject areas. **Expenditures: 2 VPSS certifications, $1,900, and BTSA for 6 teachers, $12,000-Alt Ed Budget. Total: $13,900**

Section 3A: Actions, Services, and Expenditures

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
Goal 1 and Goal 2: Proficiency in CCSS in Reading, Writing and Math. **Goal 5:** EL	Priorities 2, 4, 8 CCSS, Achievement, Other Student Outcomes	Provide professional development in close reading, text-dependent questioning, evidence-based writing, collaborative conversations, technology integration, problem solving strategies in math, PBIS, data analysis and lesson planning. **1st Wednesday**-CCSS Strategies in Reading and Writing **2nd Wednesday**-CCSS Strategies in Math **3rd Wednesday**-Technology, PBIS **4th Wednesday**-Data Analysis, Lesson Planning for Differentiated Instruction and Intervention Planning. **Research:** *Revisiting Professional Learning Communities at Work: New insights for improving schools.* Dufours & Eaker, (2008).	LEA-wide		Provide staff development for teachers and instructional assistants through conferences and on Wednesdays each month during PLCs. Provide follow-up in-class support for teachers from TOSAs. **Expenditures: Mileage, $156,000-Title I Budget; materials for staff development, $103,952 and conferences, $52,000-Alt Ed Budget** **Total: $311,952**	Provide staff development for teachers and instructional assistants through conferences and on Wednesdays each month during PLCs. Provide follow-up in-class support for teachers from TOSAs. **Expenditures: Mileage, $156,000-Title I Budget; materials for staff development, $103,952 and conferences, $52,000-Alt Ed Budget** **Total: $311,952**	Provide staff development for teachers and instructional assistants through conferences and on Wednesdays each month during PLCs. Provide follow-up in-class support for teachers from TOSAs. **Expenditures: Mileage, $156,000-Title I Budget; materials for staff development, $103,952 and conferences, $52,000-Alt Ed Budget** **Total: $311,952**

Section 3A: Actions, Services, and Expenditures

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
Goal 1 and Goal 2: Proficiency in CCSS in Reading, Writing and Math. **Goal 5:** EL	Priorities 2, 4, 8 CCSS, Achievement, Other Student Outcomes	Develop and implement learning activities that incorporate close reading, text dependent questioning, evidence-based writing, collaborative conversations, speaking and listening; Strategic thinking and problem solving using real-world applications, modeling, data analysis, and communicating reasoning in math. **Research:** *CCSS.* CDE, March 2013.	LEA-wide		Develop and implement learning activities that incorporate close reading, text dependent questioning, evidence-based writing in ELA, and strategic thinking and problem solving use real-world applications in math. **Expenditures: Materials for instruction, $25,000-Alt Ed and SIG Budgets.** **Total: $25,000**	Develop and implement learning activities that incorporate collaborative conversations, speaking and listening, and presentations using technology. **Expenditures: Materials for instruction, $25,000-Alt Ed and SIG Budgets.** **Total: $25,000**	Develop and implement learning activities that incorporate research/inquiry to investigate topics and to analyze, integrate, and present information. **Expenditures: Materials for instruction, $25,000-Alt Ed and SIG Budgets.** **Total: $25,000**
Goal 1 and Goal 2: Proficiency in CCSS in Reading, Writing and Math. **Goal 5:** EL	Priorities 2, 4, 8 CCSS, Achievement, Other Student Outcomes	Integrate academic standards through technology that require research, problem solving, writing, speaking and listening, communication, and collaboration. **Research:** *CCSS.* CDE, March 2013.	LEA-wide		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 PowerPoint/Prezi presentations. **Expenditures: Materials for instruction, $25,000-Alt Ed, SIG and Lottery Budgets.** **Total: $25,000**	Implement learning activities that require the use functions of a spreadsheet application (e.g., sort, filter, find, enter formulas and functions, use the auto-fill feature in a spreadsheet application) and the use of advanced formatting features of a spreadsheet application (e.g., reposition columns and rows, add and name worksheets), create links among worksheets to solve problems and create and use pivot tables. **Expenditures: Materials for instruction, $25,000-Alt Ed, SIG and Lottery Budgets.** **Total: $25,000**	Implement learning activities that require online collaborative projects with peers, community members, and field experts as appropriate (e.g., bulletin boards, e-mail, discussion forums, listservs, podcasts, and Web conferencing) and projects that incorporate multi-media products, videos, animations, and simulations. **Expenditures: Materials for instruction, $25,000-Alt Ed, SIG and Lottery Budgets.** **Total: $25,000**

<u>**Section 3A: Actions, Services, and Expenditures**</u>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
Goal 1 and Goal 2: Proficiency in CCSS in Reading, Writing and Math. **Goal 5:** EL	Priorities 2, 4, 8 CCSS, Achievement, Other Student Outcomes	Implement online PLCs using the Haiku Learning Management System for Community Schools. **Research:** *California eLearning Framework.* CCSESA, August 2013.	LEA-wide		Identify technology leaders to support integration at each school site, train technology leaders (CTAP), and institute tech trainings with Lead technology teachers each month. **Expenditures: Ten Tech Teacher Leader hourly pay, $13,514.40-Alt Ed Budget.** **Total: $13,514.40**	Implement tech teacher leaders at each site and train teachers on the Haiku Learning Management System for Community Schools on the 3rd Wednesday each month. **Expenditures: Ten Tech Teacher Leader hourly pay, $13,514.40-Alt Ed Budget.** **Total: $13,514.40**	Implement the use of Skype, Google Hangouts, e-mail, discussion forums, groupware, interactive Web sites, video-conferencing on one Wednesday PLC each month. **Expenditures: Ten Tech Teacher Leader hourly pay, $13,514.40-Alt Ed Budget.** **Total: $13,514.40**
Goal 3: College and Career Readiness.	Priorities 4 and 8 Achievement, Other Student Outcomes	Implement a CTE Computer Information Systems course to develop student skills in keyboarding, basic computer operations, and using specialized technology tools. **Research:** *California eLearning Framework.* CCSESA, August 2013.	LEA-wide		Pilot Computer Information System course at two community schools to teach skills in keyboarding techniques, including the use of keyboard shortcuts, to complete assignments efficiently and accurately and alternate input techniques for students with disabilities. **Expenditures: Part-time CTE teacher, $24,000, Alt Ed Budget; Computers, software, and equipment, $35,395, CTE-Perkins and SIG Budgets.** **Total $59,395**	Expand Computer Information System course to two other community schools to teach formatting (e.g., columns, templates, and styles) and editing features (e.g., track changes, insert comments). **Expenditures: Part-time CTE teacher, $48,000, Alt Ed Budget; Computers, software, and equipment, $35,395, CTE-Perkins and SIG Budgets.** **Total: $83,395**	Expand Computer Information System course to all community schools to teach specialized technology tools for problem solving, decision making, and creativity (e.g., software for simulations, environmental probes, computer-aided design, geographic information systems, dynamic geometric software, graphing calculators, and art/music composition). **Expenditures: Part-time CTE teacher, $72,000, Alt Ed Budget; Computers, software, and equipment, $35,395, CTE-Perkins and SIG Budgets.** **Total: $107,395**

Section 3A: Actions, Services, and Expenditures

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
Goal 3: High School Graduation and College and Career Readiness.	Priorities 4, 5, and 7 Achievement, Pupil Engagement, Course Access	Implement a biology course (with the wet lab), ERWC, upper level math and science courses, and AP courses. **Research:** *K–12 Postsecondary Alignment and School Accountability: Investigating High School Responses to California's Early Assessment Program*, College Board Advocacy & Policy Center, Sept., 2012.	LEA-wide		Develop and implement biology (with the wet lab) courses. **Expenditures: Hourly pay for teachers on Curriculum Committee, $13,515; Materials for wet-lab experiments in biology, $4,800-Alt Ed Budget.** **Total: $18,315**	Develop and implement upper level math courses. Implement ERWC. **Expenditures: Hourly pay for teachers on Curriculum Committee, $13,515; Materials for upper level math courses, $10,000-Alt Ed Budget.** **Total: $23,515**	Develop and implement upper level science and Advanced Placement courses in ELA and history. **Expenditures: Hourly pay for teachers on Curriculum Committee, $13,515; Materials for upper level science and AP classes, $20,000-Alt Ed Budget.** **Total: $33,515**
Goal 3: High School Graduation and College and Career Readiness.	Priorities 4, 5, and 7 Achievement, Pupil Engagement, Course Access	Develop and implement UC a-g courses and develop course descriptions aligned to CCSS. **Research:** *College and Career Readiness.* David Conley, 2010. *Diploma Matters: A Field Guide for College and Career Readiness.* Linda Murray, 2011.	LEA-wide		Develop UC a-g courses in ELA and submit to UC Doorways for approval. **Expenditures: Hourly pay for teachers on Curriculum Committee, $13,515-Alt Ed Budget; Materials for courses, $16,000-Alt Ed Budget. Total: $29,515**	Develop UC a-g courses in math and submit to UC Doorways for approval. **Expenditures: Hourly pay for teachers on Curriculum Committee, $13,515-Alt Ed Budget; Materials for courses, $16,000-Alt Ed Budget. Total: $29,515**	Develop UC a-g courses in science and history and submit to UC Doorways for approval. **Expenditures: Hourly pay for teachers on Curriculum Committee, $13,515-Alt Ed Budget; Materials for courses, $16,000-Alt Ed Budget. Total: $29,515**
Goal 3: High School Graduation and College and Career Readiness.	Priorities 4, 5, and 8 Achievement, Graduation, Other Student Outcomes	Provide GED test-prep, testing sites, and test administration. **Research:** *College and Career Readiness Standards for Adult Education.* Pimentel, U.S. Dept. of Ed., 2013. *Career Clusters: Forecasting Demand for High School Through College Jobs, 2008-2018.* U.S. Dept of Education, November, 2011.	LEA-wide		Acquire GED test prep materials, implement test prep, and administer GED. **Expenditures: GED test-prep materials, GED tests, GED Test Administration, $42,100 and part-time personnel $22,536-Alt Ed Budget.** **Total: $64,636**	Acquire GED test prep materials, implement test prep, and administer GED. **Expenditures: GED test-prep materials, GED tests, GED Test Administration $42,100, and part-time personnel $22,536-Alt Ed Budget.** **Total: $64,636**	Acquire GED test prep materials, implement test prep, and administer GED. **Expenditures: GED test-prep materials, GED tests, GED Test Administration $42,100, and part-time personnel $22,536-Alt Ed Budget.** **Total: $64,636**

Section 3A: Actions, Services, and Expenditures

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
Goal 3: High School Graduation and College and Career Readiness.	Priorities 4, 5, and 7 Achievement, Dropouts, Course Access	Develop and implement synchronous and asynchronous online core and elective courses to meet requirements for graduation and post-secondary education and careers. **Research:** *California eLearning Framework.* CCSESA, August 2013.	Community School		Develop core and elective courses for synchronous online learning during Curriculum Committee meetings. **Expenditures: Software for learning platform, $8,000-Alt Ed Budget.** **Total: $8,000**	Implement synchronous online elective and core credit courses or tutorials before/after school using the school computers/labs. **Expenditures: Teacher (8) hourly pay for online courses, $81,084.40 (1 teacher costs $10,135.80 for 180 hours) and Software for learning platform, $16,000-Alt Ed Budget.** **Total: $89,086.40**	Implement asynchronous online core and elective credit courses. **Expenditures: Teacher (8) hourly pay for online courses, $81,084.40 (1 teacher costs $10,135.80 for 180 hours) and Software for learning platform, $16,000-Alt Ed Budget.** **Total: $89,086.40**
Goal 3: High School Graduation and College and Career Readiness.	Priorities 4, 5, and 7 Achievement, Dropouts, Course Access	Develop and implement computer-based industry-sector courses. **Research:** *Standards for Career Ready Practice.* CDE 2013.	Community school		Acquire materials for computer-based industry sector programs and provide staff development workshops and in-class support for teachers. **Expenditures: Software licenses and training, $68,750-Alt Ed and SIG Budgets.** **Total: $68,750**	Implement three computer-based industry-sector courses. **Expenditures: Software licenses and training, $68,750-Alt Ed and SIG Budgets.** **Total: $68,750**	Implement three additional computer-based industry-sector courses. **Expenditures: Software licenses and training, $68,750-Alt Ed and SIG Budgets.** **Total: $68,750**
Goal 3: College and Career Readiness.	Priorities 4, 5, and 7 Achievement, Dropouts, Course Access	Implement experiential learning activities. **Research:** *A Short Review of School Field Trips: Key Findings from the Past and Implications for the Future.* DeWitt & Storksdieck, Institute for Learning Innovation, 2008.	Community School		Implement study trips to colleges/universities and high need businesses/industry-sectors. **Expenditures: Transportation and registration, $24,000-SIG Budget.** **Total: $24,000**	Implement study trips to colleges/universities and high need businesses/industry-sectors. **Expenditures: Transportation and registration, $24,000-SIG Budget.** **Total: $24,000**	Implement study trips to colleges/universities and high need businesses/industry-sectors. **Expenditures: Transportation and registration, $24,000-SIG Budget.** **Total: $24,000**

Section 3A: Actions, Services, and Expenditures

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
Goal 4: Safe and Healthy Learning Environment	Priorities 3, 5, and 6 Parent Engagement, Pupil Engagement, Climate	Implement programs to create positive learning environments and to connect students to school. **Research:** *School-Wide Positive Behavior Interventions and Supports and Restorative Discipline in Schools.* Sprague, 2013. *Best behavior: Building positive behavior supports in schools.* Sprague & Golly, 2004. *RTI and behavior: A guide to integrating behavioral and academic supports.* Sprague, Wright, & Sadler, 2008.	LEA-wide		Implement Positive Behavior Intervention Supports (PBIS) at Community and Court schools that focus on developing safe, trusting, self-managing classrooms. **Expenditures: Materials for PBIS, $27,000-Alt Ed and SIG Budgets.** **Total: $27,000**	Train teachers on the 40 Developmental Assets to support PBIS. Teachers will promote external assets under the categories of support, empowerment, boundaries and expectations, and constructive use of time. Teachers will build the internal assets under the categories of commitment to learning, positive values, social competencies, positive identity. **Expenditures: Materials for 40 Developmental Assets, $27,000-Alt Ed Budget.** **Total: $27,000**	Implement Capturing Kids' Hearts, Restorative Justice, Character Counts, Project Wisdom, and Rachel's Challenge. **Expenditures: Materials for programs, $27,000-Alt Ed Budget.** **Total: $27,000**
Goal 4: Safe and Healthy Learning Environment	Priorities 3, 5, and 6 Parent Engagement, Pupil Engagement, Climate	Improve student attendance by building students motivation, self-discipline, and responsibility for their actions and performance. **Research:** *The importance of being in school: A report on absenteeism in the nation's public schools.* Balfanz & Vaughan. Johns Hopkins University, School of Education, May 2012.	LEA-wide		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. **Expenditures: Materials for attendance, $2,000-Alt Ed Budget; contract for Social Work Interns, $62,500-HSGI and Title I Budgets, $110,000 MFI contract-SIG** **Total: $174,500**	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. **Expenditures: Materials for attendance, $2,000-Alt Ed Budget; contract for Social Work Interns, $62,500-Alt Ed and Title I Budgets, $110,000 MFI contract-SIG** **Total: $174,500**	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. **Expenditures: Materials for attendance, $2,000-Alt Ed Budget; contract for Social Work Interns, $62,500-Alt Ed and Title I Budgets, $110,000 MFI contract-SIG** **Total: $174,500**

Section 3A: Actions, Services, and Expenditures

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
Goal 4: Safe and Healthy Learning Environment	Priorities 3, 5, and 6 Parent Engagement, Pupil Engag. Climate	Implement extra-curricular activities to connect students to school. **Research:** *Engaging Students in Activities, Relationships, and Curriculum to Reduce Drop Outs.* Key Data, October 2010.	Community School		Provide after school athletic programs and clubs for students. **Expenditures: Costs for transportation, equipment, physicals, referees, and awards, $58,320-Alt Ed and SIG Budgets.** **Total: $58,320**	Provide after school athletic programs and clubs for students. **Expenditures: Costs for transportation, equipment, physicals, referees, and awards, $58,320-Alt Ed and SIG Budgets.** **Total: $58,320**	Provide after school athletic programs and clubs for students. **Expenditures: Costs for transportation, equipment, physicals, referees, and awards, $58,320-Alt Ed and SIG Budgets.** **Total: $58,320**
Goal 4: Safe and Healthy Learning Environment	Priority 1 School facilities	Maintain clean school facilities. **Research:** Williams requirement, CDE.	LEA-wide		Provide custodial services to maintain clean and safe facilities. **Expenditures: Costs for custodial services $108,571 and work orders $72,500-Alt Ed Budget** **Total: $181,071**	Provide custodial services to maintain clean and safe facilities. **Expenditures: Costs for custodial services $108,571 and work orders $72,500-Alt Ed Budget** **Total: $181,071**	Provide custodial services to maintain clean and safe facilities. **Expenditures: Costs for custodial services $108,571 and work orders $72,500-Alt Ed Budget** **Total: $181,071**

Section 3A: Actions, Services, and Expenditures

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
Goals: 1, 2, 3, 4, 5	Priority 3	Implement a two-way system of communication with parents. **Research:** Epstein's *Framework of Six Types of Parent Involvement.* Center on School, Family, and Community Partnerships, Johns Hopkins University, 2011.	LEA-wide		Implement Blackboard (automatic phone system) to inform parents of school activities and student progress. **Expenditure: Blackboard contract, $32,445-Alt Ed Budget. Total: $32,445**	Implement an email system of communication and implement parent/guardian conferences during non-school hours. **Expenditure: Blackboard contract, $32,445-Alt Ed Budget. Total: $32,445**	Implement parent trainings through the Parent Engagement Leadership Institute and connect students and families with community resources that provide educational enrichment and support. **Expenditure: Blackboard contract, $32,445-Alt Ed Budget. No cost for PELI. Total: $32,445**
Goals: 1, 2, 3, 4, 5	Priority 3	Implement a web-based gradebook system to increase feedback to parents and students. **Research:** Epstein's *Framework of Six Types of Parent Involvement.* Johns Hopkins University, 2011.	LEA-wide		Pilot a web-based gradebook system. **Expenditures: Costs for system $125,449-Alt Ed Budget. Total: $125,449**	Implement a web-based gradebook (parent portal) at community schools. **Expenditures: Costs for system, $125,449-Alt Ed Budget. Total: 125,449**	Continue web-based gradebook (parent portal) at community schools. **Expenditures: Costs for system, $125,449-Alt Ed Budget. Total: $125,449**
Goals: 1, 2, 3, 4, 5	Priority 3	Involve parents in decision-making and advisory functions for the purpose of program review and improvement in support of academic accountability. **Research:** *School, Family, and Community Partnerships: Your Handbook for Action, Third Edition.* Epstein, 2009.	LEA-wide		Implement parent breakfasts, college nights, and SSCs/ELACs to involve parents in decision making. **Expenditures: Materials for parent activities, $10,000-Alt Ed Budget. Total: $10,000**	Implement parent breakfasts, college nights, and SSCs/ELACs to involve parents in decision making. **Expenditures: Materials for parent activities, $10,000-Alt Ed Budget. Total: $10,000**	Implement parent breakfasts, college nights, and SSCs/ELACs to involve parents in decision making. **Expenditures: Materials for parent activities, $10,000-Alt Ed Budget. Total: $10,000**
Goals: 1, 2, 3, 4, 5	Priority 3	Schedule meetings with parents to develop Individual Learning Plans for their children and schedule mid-year progress monitoring meetings. **Research:** *Multi-Cultural Partnerships: Involve All Families.* Epstein, 2012.	LEA-wide		Include parent participation in the development of Individual Learning Plans (ILP) to foster an understanding of the academic and transition goals the school will address. **Expenditures: Materials for ILP meetings, $5,000-Alt Ed Budget. Total: $5,000**	Include parent participation in the development of Individual Learning Plans (ILP) to foster an understanding of the academic and transition goals the school will address. **Expenditures: Materials for ILP meetings, $5,000-Alt Ed Budget. Total: $5,000**	Include parent participation in the development of Individual Learning Plans (ILP) to foster an understanding of the academic and transition goals the school will address. **Expenditures: Materials for ILP meetings, $5,000-Alt Ed Budget. Total: $5,000**

<u>Section 3A: Actions, Services, and Expenditures</u>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					Year 1: 2014-2015	**Year 2: 2015-2016**	**Year 3: 2016-2017**
Goal 6: Expelled Student Plan	Priority 9	Provide an independent study program at each community school for expelled elementary school students, 6th grade students, and middle school and high school students, including parenting teens, from school districts in Riverside County. Riverside County Office of Education, Expelled Student Plan, 2012-2015. Required by AB 922 (Chapter 974, Statutes of 1995; E.C. 48926).	Community School		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 elementary, middle school, and high school students. **Expenditures: Central office administration, $659,973, principals, $573,880, teachers, $3,250,147, office staff, $671,477, ARTs, $654,515, campus security, $430,126, SROs, $533,916, security measures, $79,026, food service workers, $103,643, custodial services, $108,572, utilities, $418,146, facilities charges and leases, $767,936-Alt Ed Budget; instructional assistants, $962,812-Title I Budget; textbooks, $100,000 and materials $66,500-Alt Ed Budget.** **Total: $9,380,669**	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 elementary, middle school, and high school students. **Expenditures: Central office administration, $659,973, principals, $573,880, teachers, $3,250,147, office staff, $671,477, ARTs, $654,515, campus security, $430,126, SROs, $533,916, security measures, $79,026, food service workers, $103,643, custodial services, $108,572, utilities, $418,146, facilities charges and leases, $767,936-Alt Ed Budget; instructional assistants, $962,812-Title I Budget; textbooks, $100,000 and materials $66,500-Alt Ed Budget.** **Total: $9,380,669**	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 elementary, middle school, and high school students. **Expenditures: Central office administration, $659,973, principals, $573,880, teachers, $3,250,147, office staff, $671,477, ARTs, $654,515, campus security, $430,126, SROs, $533,916, security measures, $79,026, food service workers, $103,643, custodial services, $108,572, utilities, $418,146, facilities charges and leases, $767,936-Alt Ed Budget; instructional assistants, $962,812-Title I Budget; textbooks, $100,000 and materials $66,500-Alt Ed Budget.** **Total: $9,380,669**
Goal 6: Expelled Student Plan	Priority 9	Provide a seat-based classroom program for expelled students from school districts in Riverside County. Riverside County Office of Education, Expelled Student Plan, 2012-2015. Required by AB 922 (Chapter 974, Statutes of 1995; E.C. 48926).	Community School				

Section 3A: Actions, Services, and Expenditures

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
Goal 7: Foster Youth	Priority 10	Provide the Strategic Tutoring program to improve students' academic performance, self-esteem and confidence. **Research:** *The Invisible Achievement Gap: Education Outcomes of Students in Foster Care in California Public Schools.* WestEd, 2013.	County-wide		Provide each foster youth student with 36-72 hours of tutoring services. **Expenditures: Contracted services with tutoring providers throughout Riverside County, $170,000-Foster Youth Budget. Total: $170,000**	Provide each foster youth with 36-72 hours of tutoring services. **Expenditures: Contracted services with tutoring providers throughout Riverside County, $200,000-Foster Youth Budget. Total: $200,000**	Provide each foster youth with 36-72 hours of tutoring services. **Expenditures: Contracted services with tutoring providers throughout Riverside County, $200,000-Foster Youth Budget. Total: $200,000**
Goal 7: Foster Youth	Priority 10	Provide Educational Liaisons in collaboration with the Riverside County Department of Public Social Services (DPSS). **Research:** *The Invisible Achievement Gap.* WestEd, 2013.	County-wide		Provide three educational liaisons. **Expenditures: Two 50% educational liaison positions, a third educational liaison position is fully funded by DPSS, $104,356-Foster Youth Budget. Total: $104,356**	Provide three educational liaisons. **Expenditures: Two 50% educational liaison positions, a third educational liaison position is fully funded by DPSS, $104,356-Foster Youth Budget. Total: $104,356**	Provide three educational liaisons. **Expenditures: Two 50% educational liaison positions, a third educational liaison position is fully funded by DPSS, $104,356-Foster Youth Budget. Total: $104,356**
Goal 7: Foster Youth	Priority 10	Continue the Educational Representative program to determine gaps in the provision of educational and support services and provide those services, either directly or through referral, to collaborative partners and agencies. **Research:** *The Invisible Achievement Gap.* WestEd, 2013.	County-wide		Provide educational representatives to identified foster youth. **Expenditures: Mileage, reprographics costs, supplies, $500-Foster Youth Budget.** **Total: $500**	Provide educational representatives to identified foster youth. **Expenditures: Mileage, reprographics costs, supplies, $500-Foster Youth Budget.** **Total: $500**	Provide educational representatives to identified foster youth. **Expenditures: Mileage, reprographics costs, supplies, $500-Foster Youth Budget.** **Total: $500**
Goal 7: Foster Youth	Priority 10	Continue offering transition services to Riverside foster and group home youth in order to help youth overcome their challenges and improve outcomes in the areas of truancy, behavior, and academics. **Research:** WestEd, 2013.	County-wide		Offer WhyTry services to identified foster and group home youth. **Expenditures: Contract for services with vendor, including associated expenses, $95,000-Foster Youth Budget. Total: $95,000**	Offer WhyTry services to identified foster and group home youth. **Expenditures: Contract for services with vendor, including associated expenses, $100,000-Foster Youth Budget. Total: $100,000**	Offer WhyTry services to identified foster and group home youth. **Expenditures: Contract for services with vendor, including associated expenses, $105,000-Foster Youth Budget. Total: $105,000-**

<u>Section 3A: Actions, Services, and Expenditures</u>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
Goal 7: Foster Youth	Priority 10	Continue offering weekend camps and mentoring programs to Riverside County foster and group home youth to help youth develop personal growth and character. **Research:** WestEd, 2013.	County-wide		Offer Teen Leadership Camps to identified foster and group home youth. **Expenditures: Contract for services with vendor, including all expenses, $21,000-Foster Youth Budget.** **Total: $21,000**	Offer Teen Leadership Camps to identified foster and group home youth. **Expenditures: Contract for services with vendor, including all expenses, $23,000-Foster Youth Budget.** **Total: $23,000**	Offer Teen Leadership Camps to identified foster and group home youth. **Expenditures: Contract for services with vendor, including all expenses, $25,000-Foster Youth Budget.** **Total: $25,000**
Goal 7: Foster Youth	Priority 10	Continue expanding the Foster Focus database in order to assist alternative education staff and school districts with identification of foster youth. **Research:** WestEd, 2013.	County-wide LEA-wide		Foster Focus Database. **Expenditures: Contract for services with Sacramento County Office of Education, $8,800-Foster Youth Budget.** **Total: $8,800**	Foster Focus Database. **Expenditures: Contract for services with Sacramento County Office of Education, $8,800-Foster Youth Budget.** **Total: $8,800**	Foster Focus Database. **Expenditures: Contract for services with Sacramento County Office of Education, $8,800-Foster Youth Budget.** **Total: $8,800**

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

Section 3B: Actions, Services, and Expenditures

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					Year 1: 2014-2015	**Year 2: 2015-2016**	**Year 3: 2016-2017**
Goal 1 and Goal 2: Proficiency in CCSS in Reading, Writing and Math. **Goal 5:** EL	Priorities 2, 4, 5, 8, CCSS, Achievement, Dropouts, Other Student Outcomes	**Low Income Students**: Schedule extended learning time within the school day, after school, on Saturdays, and during the summer along with intervention classes in reading and math and credit recovery for students who are not meeting grade-level standards as a component of the Multi-Tiered System of Support. **Research:** *Visible Learning. A synthesis of over 800 meta-analyses relating to achievement.* Hatte, 2009. *Pyramid response to intervention. RTI.* Buffum, Mattos, & Weber, 2009.	LEA-wide		Use data from PLC data teams meetings to identify students for extended learning time, small group instruction, reading intervention, math intervention, CAHSEE intervention, Plato credit recovery, CAHSEE boot camp, and after school tutoring. **Expenditures: Plato contract for credit recovery, $88,756-HSGI and SIG Budgets; Renaissance Learning Contract, $29,802, Reading intervention, $175,000, math intervention, $100,000, after school tutoring and CAHSEE boot camp, $90,096-Alt Ed, HSGI, SIG Budgets; and SES tutoring, $555,000-Title I Budget. Total: $1,038,654**	Use data from PLC data teams meetings to identify students for extended learning time, small group instruction, reading intervention, math intervention, CAHSEE intervention, Plato credit recovery, CAHSEE boot camp, and after school tutoring. **Expenditures: Plato contract for credit recovery, $88,756-HSGI and Title I Budgets; Renaissance Learning Contract, $29,802, Reading intervention, $175,000, math intervention, $100,000, after school tutoring and CAHSEE boot camp, $90,096-Alt Ed and SIG Budgets; and SES tutoring, $555,000-Title I Budget. Total: $1,038,654**	Use data from PLC data teams meetings to identify students for extended learning time, small group instruction, reading intervention, math intervention, CAHSEE intervention, Plato credit recovery, CAHSEE boot camp, and after school tutoring. **Expenditures: Plato contract for credit recovery, $88,756-HSGI and Title I Budgets; Renaissance Learning Contract, $29,802, Reading intervention, $175,000, math intervention, $100,000, after school tutoring and CAHSEE boot camp, $90,096-Alt Ed and SIG Budgets; and SES tutoring, $555,000-Title I Budget. Total: $1,038,654**
Goal 1 and Goal 2: Proficiency in ELA and Math. **Goal 5:** EL	Priorities 2, 4, 5, 8, CCSS, Achievement, Dropouts, Other Student Outcomes	**Low Income Students:** Implement a student monitoring system to check on student progress toward goals related to grades, attendance, and behavior. **Research:** *Lessons from California Districts Showing Unusually Strong Academic Performance for Students in Special Education.* WestEd, January 2011.	LEA-wide		Modify lessons based on data and IEP goals during PLCs on the 4th Wednesday of the month and provide differentiated instruction with support from four TOSAs. **Expenditures: Materials for monitoring, $5,000-Alt Ed Budget. Four TOSAs for in-class support, $492,757-Alt Ed-SpEd Budget. Total: $497,757**	Modify lessons based on data and IEP goals during PLCs on the 4th Wednesday of the month and provide differentiated instruction with support from four TOSAs. **Expenditures: Materials for monitoring, $5,000-Alt Ed Budget. Four TOSAs for in-class support, $492,757-Alt Ed-SpEd Budget. Total: $497,757**	Modify lessons based on data and IEP goals during PLCs on the 4th Wednesday of the month and provide differentiated instruction with support from four TOSAs. **Expenditures: Materials for monitoring, $5,000-Alt Ed Budget. Four TOSAs for in-class support, $492,757-Alt Ed-SpEd Budget. Total: $497,757**

Section 3B: Actions, Services, and Expenditures

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					Year 1: 2014-2015	**Year 2: 2015-2016**	**Year 3: 2016-2017**
Goal 1 and Goal 2: Proficiency in ELA and Math. **Goal 5:** EL	Priorities 2, 4, and 5 CCSS, Achievement, Dropouts	**Low Income Students:** Implement the AVID program at the Community Schools. **Research:** *Identifying predictors of college success through an examination of AVID graduates' college preparatory achievements.* Watt, Huerta, & Alkan, 2011. *Journal of Hispanics in Higher Education.* 10(2), 120-133.	Community School		Provide AVID tutors for students for targeted assistance in the core subject areas. **Expenditures: AVID tutors, $57,450-HSGI and SIG Budgets.** **Total: $57,450**	Provide AVID tutors for students for targeted assistance in the core subject areas and train teachers on AVID strategies in WICOR (writing, inquiry, collaboration, organization, and reading). **Expenditures: AVID tutors, $57,450-Alt Ed and SIG Budgets; AVID Summer Institute, $16,000-Alt Ed and SIG Budgets.** **Total: $73,450**	Provide AVID tutors for students for targeted assistance in the core subject areas and train teachers on Cornell note-taking. **Expenditures: AVID tutors, $57,450-Alt Ed and SIG Budgets; AVID Summer Institute, $16,000-Alt Ed and SIG Budgets.** **Total: $73,450**
Goal 5: EL Proficiency in English & proficiency in ELA.	Priority 4 EL proficiency	**English Learners:** Implement the new California ELD standards and ELD classes/time at each school. **Research:** *Improving Education for English Learners: Research-Based Approaches.* CDE, 2010.	LEA-wide		Integrate new ELD Standards into ELA Units of Study, purchase ELD materials, and train teachers. **Expenditures: Teacher hourly pay $61,000-Alt Ed Budget; ELD materials, $87,487-Alt Ed Budget; English Learner TOSA-$104,000 Title III and Title I budgets.** **Total: $252,487**	Integrate ELD standards into instruction with support from principals, TOSAs, and collaboration during PLCs. **Expenditures: Teacher hourly pay $61,000-Alt Ed Budget; ELD materials, $87,487-Alt Ed Budget; English Learner TOSA-$104,000 Title III and Title I budgets.** **Total: $252,487**	Provide in-class support for implementation of designated and integrated ELD. **Expenditures: Teacher hourly pay $61,000-Alt Ed Budget; ELD materials, $87,487-Alt Ed Budget; English Learner TOSA-$104,000 Title III and Title I budgets.** **Total: $252,487**
Goal 5: EL Proficiency in English & proficiency in ELA and Math.	Priority 4 EL proficiency	**English Learners:** Implement instructional scaffolding for comprehensibility of content (verbal scaffolding, procedural scaffolds, instructional scaffolds). **Research:** *Improving Education for English Learners: Research-Based Approaches.* CDE, 2010.	LEA-wide		Develop lessons based on data during PLCs on the 4th Wednesday of the month to identify students for in-class differentiated instruction on scaffolding and performance feedback. **Expenditures: Materials for differentiation, $5,000-Alt Ed Budget. TOSA salary listed above.** **Total: $5,000**	Develop lessons based on data during PLCs on the 4th Wednesday of the month to identify students for in-class differentiated instruction on teach-reteach and use of manipulatives in math. **Expenditures: Materials for differentiation, $5,000-Alt Ed Budget. TOSA salary listed above.** **Total: $5,000**	Develop lessons based on data during PLCs on the 4th Wednesday of the month to identify students for in-class differentiated instruction on the use of Thinking Maps and graphic organizers. **Expenditures: Materials for differentiation, $5,000-Alt Ed Budget. TOSA salary listed above.** **Total: $5,000**

<u>Section 3B: Actions, Services, and Expenditures</u>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
Goal 5: EL Proficiency in English & proficiency in ELA.	Priority 4 EL proficiency	**English Learners:** Implement a systematic assessment, reclassification, and progress monitoring process for English learners. **Research:** *Reparable Harm: Fulfilling the un-kept promise of educational opportunity for California's long-term English learners.* Olsen, 2010.	LEA-wide		Analyze data on EL students to monitor progress and use the reclassification process to reclassify students. **Expenditures: Materials for Reclassification, $5,000-Alt Ed Budget.** **Total: $5,000**	Analyze data on EL students to monitor progress and use the reclassification process to reclassify students. **Expenditures: Materials for Reclassification, $5,000-Alt Ed Budget.** **Total: $5,000**	Analyze data on EL students to monitor progress and use the reclassification process to reclassify students. **Expenditures: Materials for Reclassification, $5,000-Alt Ed Budget.** **Total: $5,000**
Goal 1 and Goal 2: Proficiency in ELA and Math.	Priorities 4, 5, 8, Achievement, Dropouts, Other Student Outcomes	**RFEP Students:** Implement a systematic monitoring and support process using grades, short-cycle assessments, and CAHSEE results for RFEP students. **Research:** *Reclassification of English Learner Students in California.* Public Policy Institute, January 2014.	LEA-wide		Implement a two-year monitoring process for RFEP students using results from the CAHSEE, RCOE short-cycle assessments, and student grades. **Expenditures: Materials for monitoring RFEP progress, $5,000-Alt Ed Budget.** **Total: $5,000**	Implement a two-year monitoring process for RFEP students using results from the CAHSEE, RCOE short-cycle assessments, and student grades. **Expenditures: Materials for monitoring RFEP progress, $5,000-Alt Ed Budget.** **Total: $5,000**	Implement a two-year monitoring process for RFEP students using results from the CAHSEE, RCOE short-cycle assessments, and student grades. **Expenditures: Materials for monitoring RFEP progress, $5,000-Alt Ed Budget.** **Total: $5,000**

Section 3B: Actions, Services, and Expenditures

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
Goal 3: College and Career Readiness	Priorities 4, 5, 8 and 10 Student achievement, Student engagement, Other student outcomes, Foster Youth	**Foster Youth:** Provide counseling for Foster Youth. **Research:** *The Invisible Achievement Gap.* WestEd, 2013.	LEA-wide		Provide the Social Work intern program for foster and group home youth. **Expenditures: Costs cover 10 social work interns and associated expenses, $97,500-Title I, SIG, HSGI and Foster Youth Budgets.** **Total: $97,500**	Provide the Social Work intern program for foster and group home youth. **Expenditures: Costs cover 10 social work interns and associated expenses, $97,500-Title I, SIG, and Foster Youth Budgets.** **Total: $97,500**	Provide the Social Work intern program for foster and group home youth. **Expenditures: Costs cover 10 social work interns and associated expenses, $97,500-Title I, SIG, and Foster Youth Budgets.** **Total: $97,500**
Goal 3: College and Career Readiness	Priorities 4, 5, 8 and 10 Student achievement, Student engagement, Other student outcomes, Foster Youth	**Foster Youth:** Contract with RCC District to provide direct transition/emancipation services for foster youth. **Research**: The Invisible Achievement Gap. WestEd, 2013.	LEA-wide		Provide one full-time Student Resource Specialist-implement College Connection program. **Expenditures: Contract for services with Riverside City College District, including associated expenses, $124,000-Foster Youth Budget.** **Total: $124,000**	Provide one full-time Student Resource Specialist-implement College Connection program. **Expenditures: Contract for services with Riverside City College District, including associated expenses, $130,000-Foster Youth Budget.** **Total: $130,000**	Provide one full-time Student Resource Specialist-implement College Connection program. **Expenditures: Contract for services with Riverside City College District, including associated expenses, $136,000-Foster Youth Budget.** **Total: $136,000**
Goal 3: College and Career Readiness	Priorities 4, 5, 8 and 10 Student achievement, Student engagement, Other student outcomes, Foster Youth	**Foster Youth:** Expand contract with RCC District to provide direct transition/emancipation services for foster youth. **Research**: The Invisible Achievement Gap. WestEd, 2013.	LEA-wide		Provide one part-time Student Resource Specialist to implement College Connection. **Expenditures: Contract for services with Riverside City College District, $4,000-Foster Youth and $25,000-Title I Budget** **Total: $29,000**	Provide one part-time Student Resource Specialist to implement College Connection. **Expenditures: Contract for services with Riverside City College District, $7,000-Foster Youth Budget and $25,000-Title I Budget** **Total: $32,000**	Provide one part-time Student Resource Specialist to implement College Connection. **Expenditures: Contract for services with Riverside City College District, $10,000-Foster Youth Budget and $25,000-Stuart Foundation Grant.** **Total: $35,000**

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

Using the required LCFF calculation, the increase in funding is $727,103 for 2014-2015, which is based on 83.3% of unduplicated pupils (low income, English learners, and Foster Youth), and therefore all expenditures will be district-wide and school-wide, across our Alternative Education programs to benefit all students. Services from the LCFF/Alternative Education Budget (identified in Section 3A of this document) are provided on a district-wide and school-wide basis to improve and increase services for students.

Highly qualified teachers and the implementation of the Common Core State Standards (CCSS) are essential for student success. To achieve these factors, teachers will provide students with informational and literary text and math resources in order to engage in learning activities that meet the rigor of the Common Core State Standards (CCSS). Funds will be used to provide students with Common Core State Standards aligned instructional materials (textbooks and informational text) and tablets/technology for classroom instruction (Priority 1). Teachers will be provided with professional development on the CCSS in English-language arts and mathematics and will create standards guides, units of study, and short-cycle assessments during the summer of 2014. Teachers will engage in professional development on instructional strategies for the Common Core during two Wednesday PLCs each month and receive in-class support from TOSAs. Teachers will be provided with professional development on technology integration one day each quarter. Teacher leaders will be selected and trained to support technology integration at each school site (Priority 2, 4, and 8). In order to increase student access to highly qualified teachers, the Beginning Teacher Support and Assessment (BTSA) and the Verification Process in Special Settings (VPSS) will be provided for teachers who need the certification (Priority 1).

The active support of parents in decision making and learning at home are key factors for student success. To promote this, services will be provided to increase home to school communication through Blackboard and web-based grade-book and family engagement through college nights, parent events, and development of Individual Learning Plans (Priority 3). Schools will implement Blackboard (automatic phone system) to inform parents about school activities and student progress information. Community schools will pilot a web-based gradebook system. All schools will implement parent breakfasts, college nights, and SSCs/ELACs to involve parents in decision making. Schools will continue to involve parents in the development of Individual Learning Plans (ILP) for their children to foster an understanding of the academic and transition goals that the school will address.

In order to improve student attendance and graduation rates while reducing chronic absenteeism, student suspensions, and dropout rates (Priority 5 and 6), PBIS, anti-bullying programs, and extracurricular programs will be implemented. Administrators and teachers will participate in Positive Behavior Intervention Supports (PBIS) workshops once each quarter in order to develop safe, trusting, and self-managing classrooms. SARB meetings and attendance incentives will be implemented along with weekly counseling sessions that provide students with skills on decision-making, social-emotional behavior, and bullying prevention.

In order to improve student college and career readiness, counseling will be restructured and courses in Career Technical Education (CTE) and UC a-g approved courses (including biology with wet labs, elective courses in Plato, Expository Reading and Writing) will be implemented (Priority 4 and 7). The Curriculum Committee will develop a biology course (with the wet lab) and UC a-g courses aligned to CCSS for implementation in 2015-2016. Schools will provide GED test-prep, testing sites, and test administration. CTE, synchronous and asynchronous online core and elective courses and computer-based industry-sector courses will be developed along with experiential learning activities.

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

Using the required LCFF proportionality calculation, the minimum proportionality percentage is 1.35%. Services are specifically directed toward meeting RCOE's goals for subgroups (Section 3B of this document for low income, English learners, and foster youth) and are increased and improved for unduplicated students as compared to the services provided to all pupils by more than 1.35%.

Services for low income students include extended learning time, extended school year/summer school, and the Advancement Via Individual Determination (AVID) program. Low income students will be scheduled in intervention/support classes based on assessment scores during the school day, after school, and during the summer. Support classes will include reading and math intervention classes, CAHSEE intervention, Plato credit recovery, and after school tutoring by teachers. CAHSEE boot camp will be scheduled after school and on Saturdays. AVID tutors will be hired to facilitate weekly tutorials in ELA, math, history-social science, and science. Teachers will be trained in AVID writing, inquiry, collaboration, organization, and reading (WICOR) strategies in order to engage students in rigorous and relevant learning activities. Teachers will develop lessons with differentiated instructional strategies for students using data from the short-cycle assessments in ELA and math one day each month during Wednesday PLCs and receive in-class support from TOSAs.

Services for English learners include implementation of the new ELD standards, designated and integrated ELD time and curriculum with support from an English learner teacher on special assignment (TOSA), instructional scaffolding, and a systematic reclassification process. English learners will receive instruction in English language development (ELD) using the new English 3D program in designated time blocks as well as integrated ELD in their English-language arts class in order to enhance their acquisition of English and increase their reading and writing skills. Teachers will analyze data on EL students every month during collaboration time on Wednesdays in order to develop lessons and identify students for in-class differentiated instruction using scaffolding and performance feedback. Teachers will implement instructional scaffolding for comprehensibility of content (verbal scaffolding, procedural scaffolds, instructional scaffolds). A new reclassification process that was developed in 2013-2014 will be implemented in 2014-2015.

The College Connection and Social Work Intern programs are targeted for the Foster Youth subgroup. Social Work Interns provide individual counseling to Foster Youth based on academic, behavioral, and emotional needs. The College Connection project provides individualized educational and transitional support services to foster, neglected and at risk youth who attend RCOE's community schools and detention facilities throughout Riverside County. The RCC Student Resource Specialist works with students and identifies appropriate pathways for students to obtain their high school diploma, GED, or certificate of completion by the age of 19. The RCC Student Resource Specialist also provides appropriate post-secondary transition plans that include academic resources, linkage to Community Colleges, career mapping with identified Career and Technical training, and job placement. The RCC Student Resource Specialist provides periodic follow-up to ensure student success in obtaining program objectives.

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