

Local Control Accountability Plan and Annual Update (LCAP) Template

LCAP Year: 2018-19

Addendum: General Instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

LCFF Evaluation Rubrics: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name

Riverside County Office of Education

Contact Name and Title

Charles Fischer, Ed.D.

Executive Director, Alternative Education

Email and Phone

cfischer@rcoe.us

951-826-6464

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

The Riverside County Office of Education Alternative Education program includes the Community School (10 sites) and Court School (4 sites). The Community School and Court School are accredited by the Western Association of Schools and Colleges (WASC) and provide students with curriculum, instruction, assessment, and programs/services to ensure that students graduate from high school well prepared for college and careers. In 2017-2018, the Community School received a six-year term of accreditation with a two-day mid-term visit and the Court School received a six-year term of accreditation with a one-day mid-term visit.

The LCAP was developed with the focus on RCOE's mission, vision, and pledge. The mission of RCOE is to ensure the success of all students through extraordinary service, support, and partnerships. RCOE's vision is focused on being a collaborative organization characterized by the highest quality employees providing leadership, programs, and services to school districts, schools, and students countywide. The RCOE pledge states that all students in Riverside County will graduate from high school well prepared for college and the workforce.

The Alternative Education Community School provides a comprehensive instructional program for district referred students (expelled, SARB, parenting teens) and Probation referred students. The Riverside County Superintendent of Schools, in conjunction with the 23 school districts in Riverside County, developed the county-wide plan for providing educational services to expelled students within the county pursuant to Education Code §48926. The Riverside County Expelled Student Plan (2018-2021 Triennial update) was completed in 2017-2018 for the next three years. RCOE maintains the Community School in

zones throughout Riverside County to provide educational services to all school districts in the county, including those in rural/isolated settings. The RCOE Community School is 180-days of instruction and includes the classroom-based program for expelled/ district referred students, independent study, and the program for parenting teens (formerly Cal-SAFE). Daily classroom-based instruction for students in grades 7-12 is a minimum of 360 minutes per day on Mondays, Tuesdays, Thursdays, and Fridays and 240 minutes on Wednesdays for the school year. Independent study is offered for students in grades 4-6 and for students who need an alternate to a classroom setting.

The Alternative Education Court School provides a comprehensive instructional program for students in juvenile hall. The Court School enrollment is determined by the Riverside County juvenile justice system. The Court School is in session year round and daily classroom-based instruction for students in grades 7-12 is a minimum of 330 minutes per day on Mondays, Tuesdays, Thursdays, and Fridays and 220 minutes on Wednesdays.

The RCOE Foster Youth Services program provides services to K-12 foster youth and group home youth, and to youth placed in the detention facilities. Foster youth receive assistance with high school graduation and transition to college, vocational, trade school, or into the armed services. The coordination of services includes 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. The Foster Youth Services Grant was approved for the next three years.

Since the inception of LCFF, the number of students served in the Community School has declined due to school districts serving their expelled students in their own programs. The number of students in the Court School has declined as well. Student enrollment totaled 426 students in RCOE Alternative Education programs in 2017-2018 (compared to 481 in 2016-2017 and 631 in 2015-2016) with 310 students in the Community School and 116 students in the Court School. Declining student enrollment has led to reductions in certificated and classified staff.

The significant student groups in Alternative Education by ethnicity include 68% Hispanic, 20% African-American, and 11% white. The significant student groups in Alternative Education by program include 95% low income, 24% English learners, 3% foster youth, 25% students with disabilities, and 13% Reclassified Fluent English Proficient. Student enrollment by gender is 75% male and 25% female. Student enrollment is highly mobile in Alternative Education. Student expulsion orders for Community School enrollment are typically for one semester (approximately 75% of students are enrolled for one semester in the Community School and approximately 25% are enrolled for two semesters). Less than 11% of the students are enrolled in the Community School for more than one year. Probation placement in the juvenile halls ranges from short-term placement for most students to up to one year for some students. The average length of stay in the Court School is 14 days.

County offices are required to address 10 state priorities, which include the eight required for school districts and one pertaining to county office expelled student plans and one for county office foster youth services. County operated Community Schools and Court Schools automatically qualify for the Dashboard Alternative School Status (DASS) as indicated in California Education Code (EC) Section 52052(g).

LCAP Highlights

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

The key features of this year's LCAP include programs that will prepare students for college and careers and connect students to school in positive and safe learning environments. Concomitantly, systems to

enhance student learning and refine instructional practice will be implemented throughout the year. Internships for students will be expanded through the partnership with Expanding Horizons/Constitutional Rights Foundation. In 2017-2018, the Community School implemented the Expanding Horizons internship program at one site (Arlington Regional Learning Center) and received the Civic Learning Award of Merit in 2018 sponsored by the California Chief Justice and State Superintendent of Public Instruction. Community School students served as interns at the City of Riverside Mayor's Office and Senator Richard Roth's Office.

Project-based service learning in partnership with WE Schools will be continued. In 2017-2018, students were recognized for their service learning endeavors. Students engaged in the We School service learning and one site Betty Gibbel RLC) received recognition for their work. We Schools is a global non-profit organization that supports schools in experiential service learning to develop 21st century skills. Project-based service learning was acknowledged by the Community School and Court School WASC visiting committees.

The Advancement Via Individual Determination (AVID) program will continue. In 2017-2018, AVID was expanded to multiple sites and Alternative Education was certified for implementing the eleven essential program components. Betty Gibbel RLC was recognized as an AVID showcase school.

Two CTE career pathways (Food Service/Hospitality and Product Innovation and Design-Engineering/Robotics) will be continued and a new pathway in Legal and Government Services will be added in 2018-2019. The Product Innovation and Design pathway will be implemented through a partnership with Vocademy Makerspace to provide students with hands on workforce skills in industry sectors. Alternative Education enhances courses and programs to prepare students for college and careers with Carl Perkins allocation, the CTE Incentives Grant, the California Career Partnership Trust Grant, and Title I funds.

Programs and services will be implemented to connect students to school in positive and safe learning environments. Students will receive support from social work interns, behavioral/mental health counseling, intervention/mentoring services, the Community Diversion Team, and assistance with transitions between schools. Programs to provide parents with support for their students include Edulink, Nurturing Parenting classes, and the Parent Engagement Leadership Initiative workshops.

MTSS collaborative groups will analyze student attendance, behavior, and evidence of student learning from assessments and target instruction based on needs and implement classroom interventions to address gaps in learning. The Alternative Education professional learning matrix will focus on Universal Design for Learning/differentiated instruction, social-emotional learning, and project-based service learning.

Review of Performance

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

Greatest Progress

Notable progress was made on Goal 1 (students will graduate from high school well prepared for college

and careers) based on the metrics. College and career readiness indicators for all students in RCOE programs (Community and Court) increased. The percent of students enrolled UC a-g approved courses was maintained at 100% in 2017-2018. The percent of Community School scoring College Ready on the EAP in ELA increased from 1% in 2015-2016 to 2.5% in 2016-2017. The percent of Community School students from the Class of 2017 who enrolled in college immediately after high school was 28% (the same as the Class of 2016).

In order to sustain the growth on high school graduation and college and career readiness, Alternative Education will continue to focus on student success in UC a-g approved course offerings, CTE pathways, and AVID. In addition, the partnerships with Expanding Horizons and WE will be enhanced to provide students with project-based service learning activities and internships. College transition activities that include College Connections, college visits, and the college summer camp will be continued.

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

Greatest Needs

County offices do not receive information for the state indicators on the California School Dashboard. County operated Community Schools and Court Schools automatically qualify for the Dashboard Alternative School Status (DASS) as indicated in California Education Code (EC) Section 52052(g). County offices participate in the Dashboard Alternative School Status (DASS) program for the state indicators. The DASS replaces the previously administered Alternative Schools Accountability Model (ASAM) and holds alternative schools and alternative schools of choice accountable for modified methods of measurement for accountability indicators that will be incorporated in the Dashboard beginning with the Fall 2018 release.

The Riverside County Office of Education submitted the local indicators on the California School Dashboard for Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials and Safe, Clean and Functional School Facilities (Priority 1), Implementation of Academic Standards (Priority 2), Parent Engagement (Priority 3), School Climate (Priority 4), Coordination of Services for Expelled Students (Priority 9), and Coordination of Services for Foster Youth (Priority 10). do not receive state indicators on the California School Dashboard (LCFF Evaluation Rubrics).

Academic achievement in English-language arts and mathematics for all students in RCOE programs (Community and Court) are the greatest areas of need. Performance on the following state and local indicators identified areas of need in ELA and math:

The percent of students exceeding standards on the Smarter Balanced Assessments in ELA increased from 1% in 2015-2016 to 2.5% in 2016-2017. However, the percent of students meeting standards in ELA declined from 6% in 2015-2016 to 2.5% in 2016-2017.

The percent of students meeting standards on the Smarter Balanced Assessments in math maintained at 1% in 2016-2017.

Student group (low income, English learner, Foster Youth) scores (low income, English learner, Foster Youth) on the Smarter Balanced Assessments in ELA and math declined in 2016-2017 as compared to the prior year.

Based on the Alternative Education short-cycle summative assessments in ELA, the percent of students scoring 70% or higher increased from 7% on the pre-test to 10% in 2017-2018 (data inclusive of continuously enrolled students in assessment clusters of achievement). Student group scores on the Alternative Education short-cycle summative assessments in ELA increased for low income students, English learners, students with disabilities, African American students, and Hispanic students. Student group scores on the Alternative Education short-cycle summative assessments did not improve for white students and foster youth.

The percent of students scoring 70% or higher on the Alternative Education short-cycle summative assessments in math declined from 29% to 21% in 2017-2018 (data inclusive of continuously enrolled students in assessment clusters of achievement). Student group scores on the Alternative Education short-cycle summative assessments in math did not improve for any student group.

State test scores on the CAASPP only represent a partial view of student progress. Student scores on the Smarter Balanced Assessments in ELA and math, which are part of the CAASPP, did not meet expected targets, however, only three grade levels (Grade 7, 8, and 11) are tested on the Smarter Balanced Assessments in ELA and math. More than half of the students in Alternative Education are enrolled in grades 9, 10, and 12, which are not tested on the on the Smarter Balanced Assessments in ELA and math. Other metrics provide a complete picture of student academic achievement. Instructional programs will be implemented to prepare students for college and careers in tandem with programs that address academic challenges/gaps in learning, behavior, and social-emotional support. Instructional programs will be aligned to the students' districts of residence and support systems will be implemented to enhance their transitions between schools.

Courses, interventions, and support systems will be implemented to improve ELA and math scores along with programs and services to increase college and career readiness. Students will utilize technology for reading and math intervention and access online resources to support their digital literacy skills.

Internships, UC a-g courses, CTE classes, and college transition activities will prepare students for post-secondary education and the workforce. AVID will provide students with strategies (writing, inquiry, collaboration, organization, reading) to be successful in their core academic classes and provide support from AVID tutorials. Students will engage in college entrance exams and college transition activities in order to prepare for post-secondary education. In order for students to receive targeted instruction, teachers will have time every month during Wednesday PLCs to collaborate and analyze results from RCOE short-cycle assessments that lead to the development of lessons with the tenets of Universal Design for Learning (UDL) and support from instructional assistants. In addition, students will be scheduled in double block classes and receive individualized support/small group instruction from instructional assistants.

In order to improve academic achievement, the professional learning schedule will include more time for site data team meetings. The site data team meetings provide time for the teachers, instructional assistants, and principals to collaborate on the analysis of student achievement data from short-cycle assessments and to develop lessons that address the needs of the students.

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

Performance Gaps

The English learner student group performed below (0% meeting/exceeding standards) the all student group performance (5% meeting/exceeding standards) on the Smarter Balanced Assessments in ELA

and math. EL performance on the CELDT improved from 18% growth in 2015-2016 to 37% in 2016-2017. In order to improve EL student English language proficiency, English learner students need continued access to designated and integrated ELD, ELD materials aligned to the new ELA/ELD standards, and differentiated instruction (scaffolding, Thinking Maps, small groups) by teachers with certification to instruct English learners. Professional development and instructional practices will focus on integrated ELD and literacy skills in reading comprehension, academic writing, and speaking in all core content classes. MTSS collaborative meetings will focus on interventions for English learner students. Instruction in English language acquisition will be enhanced in designated ELD classes using the TELL. The Coordinator of Instructional Innovation and Support will provide workshops on Universal Design for Learning (UDL), differentiated instruction, and targeted in-class support/coaching to teachers. Students with disabilities performed below (zero meeting/exceeding standards) the all student group performance (5% meeting/exceeding standards) on the Smarter Balanced Assessments in ELA and math. Actions to improve the achievement of students with disabilities will be implemented. Teachers will monitor and evaluate student learning and modify lessons based on assessments, attendance, and behavior data. Instructional specialist positions will be implemented to provide administrative support to work with school district staff during transition IEP meetings to determine the appropriate placement of students with disabilities.

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

Increased or Improved Services

Low-income students, English learners, and foster youth in the Community School and Court School need instructional programs that prepare them for college and careers in tandem with programs that address academic challenges/gaps in learning, behavior, and social-emotional support. Concomitantly, students need instructional programs that are aligned to their districts of residence and support systems to enhance their transitions between schools.

College and career readiness programs enhance the instructional program for students. AVID, CTE classes, Internships, and college transition activities prepare students for post-secondary education and the workforce.

Teacher data teams/MTSS collaborative groups, differentiated instruction/universal design for learning, and extended learning time are designed to address the academic leaning needs of students. In order for students to receive differentiated instruction, teachers need time every month during Wednesday PLCs to collaborate and analyze results from RCOE short-cycle assessments in ELA and math that lead to the development of lessons with the tenets of Universal Design for Learning (UDL) with support from instructional assistants. In addition, students need extended learning time in ELA and math in order to acquire the skills that are necessary to be successful in their core classes. Extended learning time includes double block classes, individualized support/small group instruction from instructional assistants, and tutoring. Students utilize technology for reading and math intervention and access online resources to support their digital literacy skills.

Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION

AMOUNT

Total General Fund Budget Expenditures for LCAP Year	\$181,759,364
--	---------------

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$15,457,846
---	--------------

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

In addition to the Alternative Education program (Community School for the Expelled Student Plan and Court School) and Foster Youth Services listed in the LCAP, the Riverside County Office of Education provides services to school districts through the Riverside County Superintendent's Office, Early Childhood Education, Educational Services, Fiscal Services, Migrant Education, Personnel Services, and Student Programs and Services that are not a part of the LCAP. The County School Service Fund provides direct services to students, support to local school districts in Riverside County, and internal services to all Riverside County Office of Education programs.

DESCRIPTION**AMOUNT**

Total Projected LCFF Revenues for LCAP Year	\$101,327,630
---	---------------

Annual Update

LCAP Year Reviewed: 2017-18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

All students will graduate from high school and be prepared for post-secondary education and careers.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 7, 8

Local Priorities:

Annual Measurable Outcomes

Expected

Students meeting/exceeding the Smarter Balanced Assessments/CAASPP in ELA will increase 5% from 10% in 2015-2016 to 15% in 2016-2017.

Actual

Not Met. Students meeting/exceeding the Smarter Balanced Assessments/CAASPP in ELA declined from 7% (The initial data in the LCAP was 10%) in 2015-2016 to 5% in 2016-2017.

Expected

Students meeting/exceeding the Smarter Balanced Assessments/CAASPP in mathematics will increase 5% from 1% in 2015-2016 to 6% in 2016-2017.

Grade 11 students meeting/exceeding the Smarter Balanced Assessments/CAASPP in ELA will increase by 5% from 12.4% in 2015-2016 to 17.4% in 2016-2017.

Grade 11 students meeting/exceeding the Smarter Balanced Assessments/CAASPP in math will increase by 5% from 1% in 2015-2016 to 6% in 2016-2017.

Low income students meeting/exceeding Smarter Balanced Assessments/CAASPP in ELA will increase 5% from 9.8% in 2015-2016 to 14.8% in 2016-2017.

Foster youth students meeting/exceeding Smarter Balanced Assessments/CAASPP in ELA will increase 5% from 33% in 2015-2016 to 38% in 2016-2017.

Foster youth students meeting/exceeding Smarter Balanced Assessments/CAASPP in math will increase 5% from 0% in 2015-2016 to 5% in 2016-2017.

Actual

Not Met. Students meeting/exceeding the Smarter Balanced Assessments/CAASPP in mathematics increased from 1% in 2016-2017 to 2% in 2016-2017, but did not meet the expected target.

Not Met. Grade 11 students meeting/exceeding the Smarter Balanced Assessments/CAASPP in ELA declined from 9% (the initial data in the LCAP was 12.4%) in 2015-2016 to 6.6% in 2016-2017.

Not Met. Grade 11 students meeting/exceeding the Smarter Balanced Assessments/CAASPP in math increased from 1% in 2016-2017 to 2% in 2016-2017, but did not meet the expected target.

Not Met. Low income students meeting/exceeding Smarter Balanced Assessments/CAASPP in ELA declined from 6% (the initial data in the LCAP was 9.8%) in 2015-2016 to 4% in 2016-2017.

Not Met. Foster youth students meeting/exceeding Smarter Balanced Assessments/CAASPP in ELA declined from 33% in 2015-2016 to 3% in 2016-2017.

Not Met. Foster youth students meeting/exceeding Smarter Balanced Assessments/CAASPP in math remained at 0% in 2016-2017.

Expected

Community School students scoring College Ready/Conditional Ready on the Early Assessment Program (EAP) in ELA will increase 5% from 7% in 2015-2016 to 12% in 2016-2017.

Community School students scoring College Ready/Conditional Ready on the Early Assessment Program (EAP) in math will increase 5% from 1% in 2015-2016 to 6% in 2016-2017.

Court School students scoring College Ready/Conditional Ready on the Early Assessment Program (EAP) in ELA will increase 5% from 14% in 2015-2016 to 19% in 2016-2017.

Court School students scoring College Ready/Conditional Ready on the Early Assessment Program (EAP) in math will increase 5% from 1% in 2015-2016 to 6% in 2016-2017.

Maintain a 100% student enrollment rate in UC a-g courses in 2017-2018.

Student participation in Career Technical Education (CTE) courses will increase by 2% from 59.7% in 2016-2017 to 61.7% in 2017-2018.

Actual

Not Met. Community School students scoring College Ready/Conditional Ready on the Early Assessment Program (EAP) in ELA declined from 7% in 2015-2016 to 5% in 2016-2017.

Not Met. Community School students scoring College Ready/Conditional Ready on the Early Assessment Program (EAP) in math remained at 1% in 2016-2017.

Not Met. Court School students scoring College Ready/Conditional Ready on the Early Assessment Program (EAP) in ELA declined from 14% in 2015-2016 to 5% in 2016-2017.

Not Met. Court School students scoring College Ready/Conditional Ready on the Early Assessment Program (EAP) in math declined from 1% in 2015-2016 to 0% in 2016-2017.

Met. Maintained a 100% student enrollment rate in UC a-g courses.

Not Met. Student participation in Career Technical Education (CTE) courses declined from 59.7% in 2016-2017 to 42.71% in 2017-2018.

Expected

Graduation Rate will increase from 88.2% in 2014-2015 to 88.4% in 2015-2016.

The California Standards Implementation Reflection Tool will increase as follows for each area:

Professional learning on new standards will increase from 3.65 in 2016-2017 to 3.9 in 2017-2018.

Instructional materials aligned to new standards available in all classrooms will increase from 3.53 in 2016-2017 to 3.75 in 2017-2018.

Identifying areas needing improvement in delivering instruction aligned to academic standards and/or curriculum frameworks will increase from 3.36 in 2016-2017 to 3.60 in 2017-2018.

Progress in implementing standards in all areas will increase from 2.96 in 2016-2017 to 3.25 in 2017-2018.

Identifying professional learning will increase from 2.94 in 2016-2017 to 3.25 in 2017-2018.

Maintain student access and enrollment in a broad course of study to meet graduation requirements at 100%.

Maintain no teacher mis-assignments.

Actual

Met. Graduation Rate increased from 87.4% (88.25 was the initial rate in the LCAP) in 2014-2015 to 89.4% in 2015-2016.

Met. The state board adopted academic content and performance standards for all students were implemented in all content areas as reflected in the California Standards Implementation Reflection Tool.

Met. Maintained student access and enrollment in a broad course of study to meet graduation requirements at 100%.

Met. Teachers were appropriately assigned and fully credentialed.

Expected

Maintain textbook sufficiency to ensure all students have access to standards aligned instructional materials.

Students meeting/exceeding Alternative Education Short Cycle Assessments in ELA will increase 5% from 3.4% in 2015-2016 to 8.4% in 2016-2017.

Students meeting/exceeding Alternative Education Short Cycle Assessments in math will increase 5% from 1.4% in 2015-2016 to 6.4% in 2016-2017.

Report the Academic Performance Index (API) when developed by CDE.

Offer Advanced Placement exams for students who request the test.

Actual

Met. Maintained textbook sufficiency to ensure all students have access to standards aligned instructional materials.

Met. Students meeting/exceeding Alternative Education Short Cycle Assessments in ELA increased from 3.4% in 2015-2016 to 18% in 2016-2017.

Met. Students meeting/exceeding Alternative Education Short Cycle Assessments in math increased from 1.4% in 2015-2016 to 7% in 2016-2017.

There is no Academic Performance Index (API).

Students did not request to take the Advanced Placement exams.

Actions/Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services

Implement project-based learning

Actual Actions/Services

Teachers in Community school

Budgeted Expenditures

Amount: \$48,000, \$5,000,

Estimated Actual Expenditures

Amount: \$47,926, \$3,269, \$2,100

Planned Actions/Services

in the ELA/ELD and history-social science integrated units of study and the math and science integrated units of study. Begin implementation of the Next Generation Science Standards (NGSS). Collaborate with WE Schools for service learning opportunities and implement experiential learning activities. Implement the California Standards in ELA, ELD, math, history-social science, NGSS, health, visual and performing arts, and world languages.

Actual Actions/Services

and Court school facilitated four county-wide service projects in both history-social science and science, and student completed 120 personalized, interested-based projects. These project-based service learning opportunities incorporated interdisciplinary ELA, mathematics, social studies, sciences, and college and career readiness. Students received ongoing feedback on their collaboration, presentation, and argumentative writing skills. WE School supported staff with service learning project implementation through professional development in June 2017, curriculum with lesson plans and activities, motivational speakers, and ongoing resources with the WE Schools Coordinator, Tristan James. California Common Core Standards (CCSS) based instruction in ELA, ELD,

Budgeted Expenditures

\$2,100
Source: 3180, 3010, 3010
Budget Ref: 1100/3000, 5845, 5220
Total: \$55,100

Estimated Actual Expenditures

Source: 3180, 3010, 3010
Budget Ref: 1100/3000, 5845, 5220
Total: \$53,295

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

mathematics, history-social science, science (NGSS), health, visual and performing arts, and world language emphasized integrated reading, writing, listening, and speaking through complex, grade level texts. Teachers participated in professional learning workshops in which they unpacked the CCSS and ELD standards and the guidelines of Universal Design for Learning (UDL) to plan targeted instruction for all students to access the standards.

Action 2

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Acquire materials, equipment, and technology to enhance student learning and performance. Purchase transitional science textbooks to implement NGSS.

ACTUAL
Instructional materials including Next Generation Science Standards (NGSS) aligned textbooks in physical science, biology, earth sciences for grades 4-12 were evaluated,

Amount: \$26,951, \$157,939, \$3,000, \$17,803, \$509,890
Source: 6300, 1100, 3010, 4203, 0804
Budget Ref: 4100, 4200, 4300, 4300, 5727-5735
Total: \$715,583

Amount: \$24,615, \$178,000, \$2,537, \$10,000, \$494,093
Source: 6300, 1100, 3010, 4203, 0804
Budget Ref: 4100, 4200, 4300, 5300, 5727-5735
Total:\$709,245

Planned Actions/Services**Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

adopted, and distributed to teachers. Faculty was trained in the implementation of NGSS and the adopted instructional materials during June Summer Institute of Learning (SILK). The units of study design team comprised of 30 teachers and paraprofessionals unpacked the NGSS, developed assessments, and backwards-planned rigorous units of study that addressed the biological sciences curriculum study (BSCS) 5E Instructional Model: Engage, Explore, Explain, Extend, and Evaluate.

Mobile wet lab materials were evaluated and distributed to all sites with lesson plans aligned with NGSS and Science Units of Study.

Health instructional materials with required Human Sexuality component (AB 329) were purchased, and teachers trained on the curriculum in August 2017.

Foundational literacy

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

instructional materials for Newcomer English Learners were evaluated and piloted in Spring of 2018. A separate action was created for technology in the 2018-2019 LCAP.

Action 3

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Implement classroom-embedded professional development to enhance instruction in project-based service learning, NGSS, and PBIS. Provide induction for new teachers and STARS coaching support for veteran teachers.

Teachers attended the Summer Institute of Learning and Knowledge (SILK), Professional Learning Community (PLC) workshops every Wednesday, and voluntary in-service days throughout the year. The SILK professional development in June, July, and August 2017 included 35 hours on the Next Generation Science Standards (NGSS) and units of study writing (June), 12 hours on the Social Studies Civic, College, and Career (C3) Framework (July), 35 hours on

Amount: \$12,000, \$1,500, \$818, \$1,068, \$659, \$9,300, \$4,625, \$30,000
 Source: 4035, 1100, 3010, 3025, 4035, 1100, 7338, 0804
 Budget: 1100, 4300, 4300, 4300, 4300, 5200, 5200, 5200
 Total: \$59,970

Amount: \$14,378, \$675, \$417, \$1,068, \$659, \$2,500, \$1,789, \$26,126
 Source: 4035, 1100, 3010, 3025, 4035, 1100, 7338, 0804
 Budget: 1100, 4300, 4300, 4300, 4300, 5200, 5200, 5200
 Total: \$47,612

Planned Actions/Services**Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

interdisciplinary project-based service learning and writing (July), 35 hours on science, math, social studies, and ELD/ELD units of study revisions and assessment writing (July). In August 2017, teachers engaged in six hours of professional development on anger replacement therapy principals and skill streaming curriculum, six hours on the new science textbook, six hours on Aeries Navigation, Gradebook, and Parent Portal, three hours on suicide prevention and mental health, and three hours on Universal Design for Learning (UDL).

Teachers engaged in weekly Professional Learning Community (PLC) collaboration on Wednesdays throughout the school year. One Wednesday each month was devoted to student learning and achievement data teams/Multi-Tiered Systems of Supports for

Planned Actions/Services**Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

Students (MTSS). One Wednesday each month from August through February was focused on data analysis, WASC focus group meetings, and self-study report writing. One Wednesday each quarter addressed best practices for students with disabilities, high-impact UDL strategies, and AVID strategies and applications. One Wednesday each semester targeted program collaboration in grading, data analysis, and co-planning and one Wednesday each semester revisited the Next Generation Science Standards. Voluntary professional learning addressed specialized topics for teachers that included IEP development, best practices in independent study, use of Plato, Aeries, and Study Island, paraprofessional training on targeted instruction, strategic grouping, and Integrated ELD, project-based service learning design and implementation, the

Planned Actions/Services**Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

Social Studies College, Career, and Civics (C3) Framework and Civic Action Project, Pearson and Easy Bridge Digital Tools, and speaking off Thinking Maps in Integrated ELD.

This year, 16 teachers participated in the third annual RCOE Colleague Classroom Visits with their Professional Learning Cohorts and the Coordinator for Instructional Innovation and Support for classroom-embedded, collaborative development. The cohort planned lessons using a selected best practice to address the needs of English Learners and requirements for Designated and Integrated ELD, they used and adapted the practice on their own, and then on the scheduled day for their cohort, they observed the practice in their colleagues' classroom. The cohort debriefed the practice, its effect, and how it can be modified to improve

Planned Actions/Services**Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

student achievement.
All principals and instructional leaders participated in collaborative instructional reviews. Leaders worked in small teams to observe evidence of student learning: written and spoken student work. The purpose was to evaluate learning using a collaboratively designed rubric focusing on rigor, relevance, and engagement. After each walk through, the team reflected on best practices and next steps to coach for improved instruction. Teachers were trained during June SILK in the newly state-adopted College, Career, and Civic Life (C3) for Social Studies Framework. The guidelines were used in the two teacher-developed social studies project-based service learning projects that emphasize hands-on, 21st Century learning to prepare for college and career. CTE Teachers were trained in

Planned Actions/Services**Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

the CTE Standards and iCEV curriculum during June SILK, and they attended CTE PLCs with an assigned mentor. RCOE Center for Teacher Innovation and Career Technical Education Units provided the induction and mentoring support for new teachers.

STARS peer coaching for veteran teachers supported five teachers in classroom instruction, grading, and planning.

Teachers, administrators and classified staff also attended off-site conferences. Eighty seven staff members attended 22 off-site conferences. Off-site conferences included the following: Aeries, AVID, CAASPP, CALPADS, campus security, charter schools, ELD and EL instruction (CABE), Excellence through Equity, foster youth, Google summer camp, math instruction, NGSS, nonviolent crisis intervention, para

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

educators, PBIS and Restorative Practices, Positive Prevention Plus, project-based learning (WE Schools), reducing chronic absenteeism, safe schools, special education, student records, threat assessment and prevention, and trauma-focused cognitive behavior therapy.

Action 4

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Implement a broad course of study and classes to prepare students for college and careers (UC a-g courses, CTE pathways). Use Vocademy Makerspace to provide students with hands on workforce skills in industry sectors. Implement job shadowing and internships through partnerships with businesses and public agencies.

In 2017-2018, four new courses were UC a-g approved. Biology, Civics and Social Impact, (g) and German 1 and 2 (e) were approved. In 2017-2018, 133 UC a-g courses were approved or re-approved and implemented in the following subjects:

- Five courses in History/Social Science, which include American Government CP (a), United States History CP (a), U.S. History (a), World History CP (a), and World Geography

Amount: \$83,806, \$43,194, \$157,360, \$101,767, \$16,339, \$112,673, \$10,100, \$68,000
 Source: 0804, 6382, 3180, 6382, 3550, 6387, 6387, 3180
 Budget: 1100/3000, 1100/3000, 1100/3000, 4300, 4300, 4300, 5800, 5800
 Total: \$593,239

Amount: \$17,002, \$28,783, \$208,837, \$0, \$16,958, \$20,000, \$14,705, \$0
 Source: 0804, 6382, 3180, 6382, 3550, 6387, 6387, 3180
 Budget: 1100/3000, 1100/3000, 1100/3000, 4300, 4300, 4300, 5800, 5800
 Total: \$306,285

Planned Actions/Services**Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

- (a).
- Nine courses in English, which include English 9 CP (b), English 10 CP (b), English 11 American Literature CP (b), English 12 CP (b), and ELD IV (b).
 - Eight courses in mathematics, which include Integrated Math I CP (c), Integrated Math II CP (c), Integrated Math III CP (c), Precalculus, and Probability and Statistics.
 - One Laboratory Science course in Biology (d).
 - Seven courses in a language other than English, which include French 1 and 2 (e), German 1 and 2 (e), and Spanish 1, 2, and 3 (e).
 - Two courses in Visual and Performing Arts, which include Art Appreciation CP (f) and Digital Photography CP (f).
 - A total of 101 elective courses are UC (g) approved.
- The Civic and Social Impact course was approved as a UC “g” Interdisciplinary elective for

Planned Actions/Services**Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

the class which incorporates Expanding Horizons Internships. The course was piloted at Arlington Regional Learning Center. To prepare for careers after high school, students take seminars focused on professional skills, such as communication, networking, and conflict resolution. Eight students participated in experiential learning trips to downtown Riverside and local non-profit organizations. Three students were placed at local government or non-profits for on-site mentorships and paid internships. Biology lab materials were purchased and distributed to all sites.

CTE Teachers implemented iCEV curriculum. A total of 139 students accessed the iCEV curriculum this year.

Three CTE pathways were implemented in the Community School and Court School. In 2017-2018, 38 students received

Planned Actions/Services**Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

their Food Handler Certification. In 2017-2018, 64 students attended 16 hands-on experiential learning and technical skill vocational workshops at Vocademy Makerspace from October through January to supplement their CTE introductory and concentrator courses. Workshops included 3D Printing and Scanning, Hand Tools, Power Saws, and Abrasives, Welding MIG Basics, Wood Shop, CAD – Autodesk Fusion, Programming and Coding Basic Concepts, and Laser I. The Edmentum College Readiness product Study Island was implemented to provide students with preparation for AP exams, ACT, and SAT. In 2017-2018, 15 students completed the Armed Services Vocational Aptitude Battery (ASVAB), that aligns the students' skills to careers within the military.

Action 5

Planned Actions/Services

Implement the Advancement Via Individual Determination (AVID) in the Community School. 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).

Actual Actions/Services

AVID was fully implemented at BGRLC, DFKRLC, and Palm Springs Community School. AVID programs participated in AVID Informal Reviews by the RIMS-AVID Coordinator. Seven teachers and two paraprofessionals were trained at the AVID Summer Institute and AVID seminars. All faculty were trained in AVID strategies in reading, writing, inquiry, organization, and collaboration (WICOR) during 4 quarterly Wednesday PLCs. Nine AVID tutors worked directly with students to target intervention in core subject areas. A team including administrators, principals, teachers, and instructional assistants was formed and met monthly in order to review implementation strategies and to meet the requirements to obtain certification. Betty Gibbel RLC

Budgeted Expenditures

Amount: \$31,354, \$31,354, \$3,000, \$1,000, \$2,844
 Source: 3180, 3010, 1100, 3010, 3010
 Budget Ref: 2909/3000, 2909/3000, 4300, 4300, 5300
 Total:\$69,552

Estimated Actual Expenditures

Amount: \$34,389, \$3,000, \$1,000, \$2,844
 Source: 3180, 3180, 3010, 3010
 Budget Ref: 2909/3000, 4300, 4300, 5300
 Total: \$41,233

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

was recognized as an AVID showcase school in May 2018.

Action 6

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Implement college readiness transition activities, including College Connections, through college camps, college visits, support completing college entrance applications and the Free Application for Federal Student Aid (FAFSA), college assessments (PSAT, AP Exams, ACT, SAT) and implement career inventories through Career Cruising.

The College Connections program assisted 68 students with their FAFSAs and college applications during the 2017-2018 school year. The Resource Specialists assisted 111 students with college applications and building academic portfolios. Students in the Court School had access to RCC's Accuplacer exam in order to enroll in online classes after high school graduation or completion of the High School Equivalency Test. Last year, 11 students completed the Accuplacer and are enrolled in college this year. During the fall of 2017, 34 students completed the PSAT 8/9 and 32 students completed

Amount: \$2,100, \$9,186, \$60,000, \$3,000, \$3,000, \$3,000, \$125,192
 Source: 7338, 7338, 7338, 3010, 3010, 1100, 7366
 Budget Ref: 5800, 5850, 5883, 5220, 4300, 4300, 5100/5892
 Total:\$205,478

Amount: \$2,100, \$8,121, \$40,000, \$3,679, \$1,869, \$1,750, \$80,000
 Source: 7338, 7338, 7338, 3010, 3010, 1100, 7366
 Budget Ref: 5800, 5850, 5883, 5220, 4300, 4300, 5100/5892
 Total: \$137,519

Planned Actions/Services**Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

the PSAT 10. The mean score for Grade 8 was 648 (state mean was 811) and mean score for Grade 9 was 633 (state mean was 811). The mean score for Grade 10 was 684 (State mean score not available).

The Edmentum College Readiness bundle was implemented to provide students with preparation for AP exams, ACT, and SAT.

In the fall, college information nights focused on four-year colleges and the spring college nights focused on community college and career tech education (about 50 parents attended the college information nights in the fall/winter).

During the fall of 2017 and winter of 2018, 13 students participated in "College Bound STEM Enrichment Academy" on four Saturdays (October 21, 2017, November 4, 2017, December 2, 2017, January 20, 2018). African

Planned Actions/Services**Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

American students have priority for the College Bound Saturday seminars. College Bound engaged students in a STEM Enrichment Academy, a Mathematics Diagnostic and Readiness Test, Academic Review and Advising, and Transition to College Program (TCP).

During March 2018, 124 students toured local college campuses including Cal State San Bernardino, Palm Desert Community College, Mt. San Jacinto College (Menifee and San Jacinto Campus) Riverside Community College (Moreno Valley, Norco, and Riverside Campus), and University of California, Riverside.

During the summer of 2017, 19 students attended the college summer camp at UC Riverside. Students participated in two classes during the week-long camp. Students attended classes in Robotics and Crime

Planned Actions/Services**Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

Scene Investigation during the day and presented a culminating project on the last day of the camp.

All students had access to Career Cruising in order to choose the path best suited to their individual interests, skills and abilities. A total of 118 students accessed Career Cruising this year. Activities, lessons, assessments and inventories build self-awareness, which helps students learn about themselves and begin to identify their personal strengths—important steps in creating plans for career and life. Students create a personalized portfolio to store valuable information: lessons they're working on, personal inventories, assessment results, career matches, educational options and scholarship applications. This portfolio grows and evolves into an individual learning plan that helps transform career

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

exploration into concrete plans for the future. Career Cruising includes the Career Matchmaker interest inventory for college and career planning.

Action 7

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Implement data teams and MTSS collaborative groups during Wednesday PLCs to target instruction and intervention for students. Interventions in ELA and mathematics include support classes in ELA and math, tutoring, and individual and small group instruction from the teacher and instructional assistants. Collaborative instructional reviews are scheduled each quarter to monitor implementation of instructional priorities.

MTSS collaborative groups of faculty and staff met during Wednesday PLCs to analyze student data on attendance, academics, and behavior. MTSS collaborative groups analyze student attendance, behavior, and evidence of student learning from assessments (RenLearn, short-cycle, curriculum-based tests) and target instruction based on needs and implement classroom interventions to address gaps in learning. The MTSS process includes tiered interventions. Attendance interventions for Tier 1 included A2A letters and parent

Amount: \$628,474, \$268,680, \$827,243, \$931,222, \$25,000, \$46,173, \$49,725, \$55,815
 Source: 0804, 3010/3025, 3010, 3010/3025, 1100, 0804, 0804, 3010
 Budget Ref: 1000/3000, 1000/3000, 2000/3000, 2000/3000, 4300, 5892, 5850, 5892
 Total: \$2,832,332

Amount: \$616,565, \$150,210, \$822,210, \$777,768, \$2,500, \$42,765, \$48,775, \$40,975
 Source: 0804, 3010/3025, 3010, 3010/3025, 1100, 0804, 0804, 3010
 Budget Ref: 1000/3000, 1000/3000, 2000/3000, 2000/3000, 4300, 5892, 5850, 5892
 Total: \$2,501,700

Planned Actions/Services**Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

conferences. Attendance interventions for Tier 2 included SART, home visits, and counseling. Attendance interventions for Tier 3 included SARB.

Academic Tier 1 interventions included UDL and differentiated instruction and parent conferences. Academic Tier 2 interventions included tutoring, intervention classes/support classes, and counseling. Academic Tier 3 interventions included referral to SST.

Behavior Tier 1 interventions included parent conferences, PBIS, Restorative Practices (Practices 1 and 2 are Tier 1 and Practices 3 and 4 are Tier 2), and referral to Intervention Mentor (Tier 1 or 2, depending on the issue. Behavior Tier 1 interventions included counseling, behavior contracts or behavior support plans (can be a Tier 2 or 3, depending on the issues), and referral to

Planned Actions/Services**Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

Behavioral Health/Mental Health (Wiley Center) (can be a Tier 2 or 3, depending on the issues.

Behavior Tier 3 interventions included Referral to Behavioral Health/Mental Health (Wiley Center), Probation CDT and student peer mentoring (SIGMA Beta Xi).

The total number of students who received MTSS interventions in 2017-2018 were as follows:

Attendance: Tier 1 totaled 233, Tier 2 totaled 217, Tier totaled 24.

Academics: Tier 1 totaled 314, Tier 2 totaled 64, Tier totaled 9.

Behavior/Social-Emotional Support: Tier 1 totaled 299, Tier 2 totaled 50, Tier totaled 37.

PLCs focused faculty learning on the principles of Universal Design for Learning and Integrated ELD. The focus was on options for Representation, and the workshops encouraged teachers to think about options

Planned Actions/Services**Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

for perception, language, and comprehension to address various learning aptitudes and needs of their students. Thinking Maps, a research-based strategy, has been fully implemented at all sites. Study Island, ALEKS, iLit, and publishers' digital tools and resources have been purchased, and teachers trained for full implementation. In Sept. 2018, 15 paraprofessionals participated in a full-day in-service to learn about the impact of flexible grouping and purposeful learning and language targets. All principals and two Instructional Leaders participated in Collaborative Instructional Reviews. Leaders worked in small teams to observe evidence of student learning: written and spoken student work. The purpose was to evaluate learning using a collaboratively designed rubric

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

focusing on rigor, relevance, and engagement. After each walk through, the team reflected on best practices and next steps to coach for improved instruction.

Action 8

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Continue to monitor and evaluate student learning and modify lessons based on data and IEP goals and services during PLCs with support from TOAs and the school psychologist.

Learning and language targets were prepared for ELA and mathematics, weekly, to foster communication and critical thinking. The targets addressed students' personalized learning needs, and weekly assignments and activities provide opportunities to learn and receive targeted feedback. IEP meetings were called to address concerns and develop strategies for meeting the students' needs. If students are not receiving special education support, they were referred to the MTSS. Multiple surrogate trainings were

Amount: \$324,096, \$50,804, \$5,649, \$75,000
 Source: 6500/6512, 6500/6512, 6500/6512, 6500
 Budget Ref. 1300/3000, 2400/3000, 4361, 5100/5892
 Total: \$455,549

Amount: \$310,574, \$25,667, \$2,711, \$79,153
 Source: 6500/6512, 6500/6512, 6500/6512, 6500
 Budget Ref: 1300/3000, 2400/3000, 4361, 5100/5892
 Total: \$418,105

Planned Actions/Services**Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

held throughout the four regions of the county as well as a collaborative trainings on educational surrogate, foster youth and CASAS

All full-time core content teachers hold a single-subject or multiple-subject teaching credential and a mild/moderate or equivalent special education credential.

Teachers on Assignment (TOAs) on average spent 18.6 hours a month working directly with teachers providing support for IEP development, instructional support, and behavioral support. TOAs also provided training through the PLC calendar to support teachers within the classroom setting. They presented trainings on mindfulness, the cognitive triangle, and operationally defining behaviors.

The school psychologist conducted assessments for triennial IEPs and Manifest

Planned Actions/Services**Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

Determination meetings.

Action 9**Planned Actions/Services****Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

Implement high school equivalency test prep (GED, HiSET) and administer high school equivalency test.

The High School Equivalency Test (GED and HiSET) testing centers were established at selected Regional Learning Centers. Teachers provided test prep for the High School Equivalency Test. In 2017-2018, the passing rate on the High School Equivalency Test was 38% (as of March 2018), which was an increase over the prior year (37% 2016-2017 and 36% in 2015-2016).

California has approved the use of three high school equivalency tests (GED®, HiSET®, and TASC™) for students 18 years old and older, and 17 years old in the juvenile hall Court School, for the purpose of receiving a California High School Equivalency Certificate. To

Amount: \$45,613, \$2,835
Source: 0804, 0804
Budget Ref: 2100/3000, 5892
Total: \$48,448

Amount: \$44,300, \$2,835
Source: 0804, 0804
Budget Ref: 2100/3000, 5892
Total: \$47,135

Planned Actions/Services**Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

obtain an official California High School Equivalency Certificate, test takers must meet all of the following State requirements:

1. Students are 18 years of age or within 60 days of 18th birthday.
2. Students are within 60 days of when they would have graduated from high school had they remained in school and completed the usual courses required for graduation.
3. Students are 17 years of age, have been out of school for at least 60 consecutive days and provide a letter of request from the military, a post-secondary educational institution, or employer that states the need to take a HSE Test.
4. Students are at least 17 years of age, have accumulated fewer than 100 units of high school credit and are confined to state or county hospital or correctional agency and meet all of the following criteria:

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

- Students do not have a realistic chance of completing the requirements for a high school diploma.
- Students have adequate academic skills to successfully complete the HSE Test.
- Students understand the options available regarding acquisition of a high school diploma, the High School Equivalency Certificate, or the High School Proficiency Certificate and the requirements, expectations, benefits, and limitations of each option.
- Students have sufficient time left to complete the entire HSE Test while confined; however, if released before the test is completed, may complete testing at an authorized testing center.

Planned Actions/Services**Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

Nine actions were implemented this year to prepare students high school graduation and success in college and careers. A comprehensive professional development plan was implemented throughout the entire year that focused on improving student academic achievement in ELA, math, social science, and science through engagement in topics on curriculum (NGSS, Social Studies Civic, College, and Career (C3) Framework), and instruction (ELA/ELD, Math, Science, and Social Studies Units of Study Revisions and Assessment Writing, UDL, and Interdisciplinary Project-Based Service Learning and Writing). In addition, staff development addressed social-emotional needs of students (Anger Replacement Therapy Principals and Skill Streaming Curriculum Suicide Prevention and Mental Health) (Action 3).

The instructional program was focused on using the strategies from SILK and the PLCs to target the standards in the core content areas with differentiated classroom support and intervention based on MTSS data analysis team meetings (Actions 1, 2, and 7). The courses to prepare students for college and careers through increased through UC a-g courses (Action 4) and AVID (Action 5). The number of CTE pathways was condensed from five to three due to reductions in staffing, resulting in a decline in the percent of student enrollment in CTE (Action 4). The college transition activities successfully engaged students in FAFSA and the PSAT, college visits, and career inventories (Action 6).

Teachers, TOAs, administrators, and the school psychologist worked diligently to address the academic and behavioral needs of students with disabilities (Action 8).

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

All nine LCAP actions (integrated with the CCRBG actions) were implemented to increase high school graduation and college and career readiness, however, all actions did not lead to improvements in the metrics. Six measurable outcomes met/exceeded targets and 13 did not meet targets. Actions were rated on the following scale:

- Developing-in progress: declined or maintained
- Improving: growth but did not meet target

- Effective-met or exceeded expected measureable target

Actions 1, 2, 7, and 8 were designated as Developing due to student scores on the CAASPP. Action 4 was designated as partially Developing due to CTE enrollment. Twelve of the 13 metrics that did not meet expected targets were based on the CAASPP scores in ELA and math for district-wide (2 CAASPP metrics), student groups (4 CAASPP metrics), grade level (2 CAASPP metrics), and school level (4 CAASPP/EAP metrics). Student scores on the Smarter Balanced Assessments in ELA and math, which are part of the CAASPP, did not meet expected targets, however, only three grade levels (Grade 7, 8, and 11) are tested for the CAASPP. Grades 6, 9, 10, and 12 are not tested for the CAASPP. One metric for CTE enrollment declined due to reductions in CTE staff/pathways. All grade levels were tested on the Alternative Education short-cycle assessments in ELA and math, and the scores on these two metrics increased.

Actions 3, 4, 5, 6, and 9 were designated as Effective due to student enrollment and teacher assignments. The six measureable outcomes that increased included UC a-g course enrollment, the graduation rate, the implementation of the state board adopted academic content and performance standards for all students in all content areas, student access and enrollment in a broad course of study, teacher assignments, and textbook sufficiency.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

A total of \$5,035,251 was allocated for Goal 1 in 2017-2018 and the estimated expenditures as of March 2018 were \$4,262,129. The difference in the initial 2017-2018 budget projection was \$773,122 less in expenditures overall due to reduced spending in Action 1 (decrease of \$1,805 for PBSL), Action 2 (decrease of \$6,338 for textbooks/instructional materials), Action 3 (decrease of \$12,358 for staff development) Action 4 (decrease of \$286,954 due to the absence of one CTE teacher and lower than expected purchase of equipment), Action 5 (decrease of \$28,319 for AVID), Action 6 (decrease of \$67,959 for college transition activities due to one part-time vacant College Connection position), Action 7 (decrease of \$330,632 due to lower than expected costs salaries for MTSS-data teams), and Action 8 (decrease of \$ 37,444 due to TOA absence).

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

The data indicated an ongoing need for a goal on high school graduation and college and career readiness. In the 2018-2020 LCAP, the following actions will be implemented (these actions can be found in the 2018-2019 LCAP actions under Goal 1:

- Adjust the 2018-2019 and 2019-2020 metrics for the CAASPP and EAP from 5% to 2% in the Goals, Actions, and Services section based on the 2016-2017 results and historical trends in the data now that there are three years of data (2014-2015, 2015-2016, and 2016-2017).
- Create a separate action under Goal 1 for technology integration based on the needs of English learners, low income, and foster youth for

differentiated instruction, UDL, and digital literacy skills which was noted by in the feedback from the WASC visiting committees.

- Create a separate action under Goal 1 for internships based on feedback from WASC visiting committee and school stakeholder meetings.
- Enhance CTE pathways (Food Service/Hospitality, Product Innovation and Design-Engineering/Robotics) by adding a new pathway in Legal and Government Services.
- Intensify monthly data team meetings along with a Multi-Tiered System of Support (MTSS) to identify students for interventions.
- Continue interventions for students in ELA and math that include targeted instruction based on data, extended learning time, and individualized support from instructional assistants and AVID tutors.
- Expand project-based service learning with inter-disciplinary thematic lessons that integrate literacy across the curriculum (reading, writing, and math).
- Provide teachers with more time for data team/MTSS collaborative meetings and lesson planning, intervention design, and resource exploration.
- Implement professional development in universal design for learning (UDL), ELA writing informational/expository text using scaffolding strategies (i.e., Thinking Maps), project-based service learning, and math instruction in order to differentiate instruction for students in ELA and math and for English learners and students with disabilities.
- Implement professional development on interventions for depression, anxiety, trauma, thoughts of suicide, and substance abuse along with recognizing the signs of sex trafficking and refreshers on Boys Town and PBIS/Restorative Practices.
- Add instructional specialist administrative positions to provide leadership in the coordination of special education services provided to Alternative Education students by assisting with transition IEPs, assessments, development and implementation of IEPs, and providing professional development for teachers and staff.
- Provide in-class support for teachers by the Coordinator of Instructional Innovation and Support on the strategies learned during SILK and PLCs.

Goal 2

Students will be connected to school and educated in positive, safe, and healthy learning environments.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, 6

Local Priorities:

Annual Measurable Outcomes

Expected

The student attendance rate will increase by 2% from 86.6% in 2016-2017 to 88.6% in 2017-2018.

Chronic absenteeism will be reduced by .05% from 6.9% in 2016-2017 to 6.85% in 2017-2018.

The Community School suspension rate will decrease by 2% from 14.3% in 2015-2016 to 12.3% in 2016-2017.

Actual

Met. The student attendance rate increased from 81.5% (86.6% was the initial rate noted in the LCAP based on three quarters of the school year) in 2016-2017 to 90% in 2017-2018.

Not Met. Chronic absenteeism increased 6.9% in 2016-2017 to 30.3% in 2017-2018 (the state rate with the revised CALPADS criteria was used this year).

Not Met for Community School. The suspension rate increased from 14.3% in 2015-2016 to 23.9% in 2016-2017.

Expected

The Court School suspension rate will decrease by .05% from 2.4% in 2015-2016 to 2.35% in 2016-2017 (data reported from prior year).

The middle school dropout rate will be reduced by 0.25% from 1.92% in 2015-2016 to 1.67% in 2016-2017 (data reported from prior year).

The high school dropout rate will be reduced by 0.10% from 0.51% in 2015-2016 to 0.41% in 2016-2017 (data reported from prior year).

The percent of students who indicate Moderate/High on the California Healthy Kids Survey (CHKS) on School Connectedness will increase by 5% from 67% in 2016-2017 to 72% in 2017-2018.

The percent of students responding that they feel very safe or safe on the California Healthy Kids Survey (CHKS) will increase by 5% from 62% in 2016-2017 to 67% in 2017-2018.

Actual

Not Met for Court School. The suspension rate increased from 2.4% in 2015-2016 (data reported from prior year) to 6.4% in 2016-2017.

Met for Middle School. The middle school dropout declined from 1.92% in 2015-2016 to 0% in 2016-2017 (data reported from prior year based on exit codes of no verified enrollments).

Not Met for High School. The high school dropout rate increased from 0.51% in 2015-2016 to 1.5% in 2016-2017 (data reported from prior year based on exit codes of no verified enrollments).

Not Met. The total reported as moderate (45%) and high (25%) on the 2017-2018 CHKS on School Connectedness was 70%, which was an increase from the 67% in 2016-2017, however, it did not meet the expected growth of 5%.

Not Met. The total percent of students responding that they felt very safe or safe declined from 62% in 2016-2017 to 54% in 2017-2018.

Expected

The percent of parents who agree on the Alt. Ed. Parent Survey on “The school seeks parent input on decisions regarding services or programs for students at their school” will increase by 1% from 98% in 2016-2017 to 99% in 2017-2018.

The percent of parents who agree on the Alt. Ed. Parent Survey on “The school promotes parent participation in school activities” will increase from 94.11% in 2016-2017 to 95.11% in 2017-2018.

Facilities will be maintained in good repair as indicated on the 2016-2017 Facility Inspection Tool.

Actual

Not Met. The percent of parents who agree on the Alt. Ed. Parent Survey on “The school seeks parent input on decisions regarding services or programs for students at their school” decreased from 98% in 2016-2017 to 92.4% in 2017-2018.

Not Met. The percent of parents who agree on the Alt. Ed. Parent Survey on “The school promotes parent participation in school activities” declined from 94.1% in 2016-2017 to 84.8% in 2017-2018.

Met. Facilities were maintained in good repair as indicated on the 2017-2018 Facility Inspection Tool.

Actions/Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Continue to implement Positive Behavior Intervention Supports (PBIS)/Restorative Justice at the Community and Court schools that focus on developing safe, trusting, self-managing classrooms. Administer California Healthy Kids Survey.

The monthly staff development schedule was built to include professional collaboration time to develop individualized student intervention plans by utilizing data analysis and pairing the academic information with implemented positive behavior and supports to support individualized learning. This was all part of our formal MTSS collaboration meetings. The California Healthy Kids survey was administered in December of 2017.

Amount: \$5,000, \$1,285
 Source: 3180, 6690
 Budget Ref: 4300, 5892
 Total: \$6,285

Amount: \$5,846, \$1,800
 Source: 3180, 6690
 Budget Ref: 4300, 5892
 Total: \$7,646

Action 2

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Implement monthly SARB meetings, home visits, and attendance incentives.

SART meetings were held as attendance thresholds were crossed. A total of 224 SART meetings were held. SARB meetings were scheduled in the spring of 2018. Home visits were conducted on a regular basis and are part of an ongoing effort to incentivize attendance and reduce chronic absenteeism. Based on the data from Attention to Attendance, the average days of school that were reported absent declined from 9.2% before SART conferences were conducted to 5.1% after SART conferences were conducted.

Amount: \$172,334, \$3,000, \$22,100
 Source: 3180, 0804, 0804
 Budget Ref: 2000/3000, 4300, 5815
 Total: \$197,434

Amount: \$148,044, \$3,000, \$23,300
 Source: 3180, 0804, 0804
 Budget Ref: 2000/3000, 4300, 5815
 Total: \$174,344

Action 3

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Implement programs to enhance student health (mental health, emotional, physical), fitness, and nutrition through curriculum/lessons and physical exercise. Implement Skillstreaming and Come and Get It! Nutrition and Physical Activity for Lifelong Health. Implement a contract for behavioral/mental health services for students in the Community School.

Skillstreaming training were taught weekly in homeroom/advisory periods and the Come and Get It! Nutrition and Physical Activity for Lifelong Health curriculum were taught during the last 10 minutes of instruction. Alternative Education contracted with Riverside Behavioral Health for behavioral health services in the Court School. Alternative Education contracted with the Wiley Center to provide behavioral health counseling/services for students in the Community School. In 2017-2018, the Wiley Center behavioral/mental health counselors provided services to 256 students in the Community School (37 students at ARLC, 62 BGRLC, 22 at DFKRLC, 59 at DLLRLC, 21 at MV Cal SAFE , 28 at Palm Springs Community School , and 27 at VVRLC.

Amount: \$5,000, \$50,000
 Source: 3010, 3010
 Budget Ref: 4300, 5892
 Total: \$55,000

Amount: \$3,570, \$50,000
 Source: 3010, 3010
 Budget Ref: 4300, 5892
 Total: \$53,570

Action 4

Planned Actions/Services

Implement a student peer-mentoring program for support with social-emotional learning and conflict resolution.

Actual Actions/Services

Sigma Beta Xi mentored nine students at three sites (2 students at ARLC, 3 students at BGRLC, and 4 students at VVRLC) in 2017-2018. All nine of students responded on the survey that the mentor listens, provides support for problem solving, and gives good advice. An additional mentor was added in November 2017. The NFL mentor served 73 students at four sites (22 students at ARLC, 23 students at BGRLC, 19 students at VVRLC, and 9 students at Palm Springs).

Budgeted Expenditures

Amount: \$10,500
Source: 3010
Budget Ref: 5892
Total: \$10,500

Estimated Actual Expenditures

Amount: \$46,500
Source: 3010
Budget Ref: 5892
Total: \$46,500

Action 5**Planned Actions/Services**

Implement the Community Diversion Team at Arlington RLC, Don F. Kenny RLC, Palm Springs Community School, and Val Verde RLC to provide students and parents with additional support

Actual Actions/Services

Alternative Education contracted with Riverside County Probation to implement the Community Diversion Team (CDT). The CDT provides a probation officer on campus at the following

Budgeted Expenditures

Amount: \$5,305, \$198,000
Source: 0804, 0804
Budget Ref: 5200, 5100/5892
Total: \$203,305

Estimated Actual Expenditures

Amount: \$2,805, \$198,000
Source: 0804, 0804
Budget Ref: 5200, 5100/5892
Total: \$200,805

Planned Actions/Services

systems to enhance student connectedness to school and achievement in school.

Actual Actions/Services

locations: Arlington Regional Learning Center, Val Verde Regional Learning Center, Don F. Kenny Regional Learning Center and Palm Springs Community School. Although the main role of the CDT probation officers was to provide supervision, services, and programming to CDT youth, it is noted that CDT probation officers also provided services to the entire school population in dealing with day-to-day disciplinary issues, as requested by school principals, and are the liaison between the school and probation.

From July to December 2017, 154 students were served by the CDT. Pro-social activities provided by the CDT included the Bodies Exhibit study trip, the Coachella Valley Water District tour, library clean-up/organizing (Community Service), litter clean-up (Community Service), Martha's Village and Kitchen

Budgeted Expenditures**Estimated Actual Expenditures**

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

(Community Service), and the Museum of Man study trip. The CDT programming included gang awareness, gardening, motivational speaker, and the Ray Lozano drug-alcohol presentation.

Action 6

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Continue to implement a Coordinator of Student Transitions to track student movement, records exchanges, enrollment, and community re-entry. The Coordinator of Student Transitions serves as a liaison with the District Attorney on the drug court.

Coordinated educational transition placement for 108 Court School students upon release into an educational program that met the needs of the student and family for continued progress and success. The Coordinator of Student Transitions engaged in the following actions in 2017-2018:

- Worked with the students' after-care probation officer while they were in the facility and aided in the development of the educational component of their

Amount: \$75,589, \$37,231, \$500
 Source: 3010, 3025, 0804
 Budget Ref: 1305/3000, 1305/3000, 4300
 Total: \$113,320

Amount: \$163,086, \$300
 Source: 7366, 0804
 Budget Ref: 1305/3000, 4300
 Total: \$163,386

Planned Actions/Services**Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

pre-release plan laying out the educational plan for the student upon release. The educational plan was developed with the student and family and is structured around what will be in the student's best interest for continued success in either earning a high school diploma, passing the high school equivalency exam, transitioning to a vocational education program or enrolling/continuing enrollment at college.

- Coordinated educational support for students that graduated while in the program or enter as an existing graduate, by enrolling students in ICEV/CTE courses and making connections with the community college connection counselor, to work with the student in completing their FASFA and college enrollment application.
- Coordinated additional supports for the student and/or family that included housing,

Planned Actions/Services**Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

counseling, transportation, social services information, job skills and community based programs that meet the student and/or family needs.

- Met with students individually to develop transition plans that provided an opportunity to explore college and career options in conjunction with Riverside County Probation.
- Communicated with school district staff at monthly Child Welfare and Attendance meetings and engaged in transitional support services for Court School students back into their home districts.
- Attended weekly interagency screening meetings twice each week to review (average 5 youth per day total of approximately 372 student) who are adjudicated wards or beginning the court process. Served as the educational representative and provided educational background information, resources, and

Planned Actions/Services**Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

transitional support to probation on these youth ensuring that the educational placement being sought after is supportive of the student's needs and continued educational progress.

- Attended monthly (7 total this year) Juvenile Competency Assessment Team (JCAT) meetings monthly serving as the educational representative on the panel to provide/review educational background information, resources, educational guidance, and support for youth who are found incompetent to stand trial as deemed by a judge in juvenile court. Worked with a collateral team to determine how a youth can gain competency and focus on any educational needs a youth would need based upon the case history information and school records.

- Attended weekly Juvenile Success Team (JUST) meetings to support probation youth who

Planned Actions/Services**Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

are in a drug diversion program. Served as the educational representative and liaison with all Riverside area districts (RUSD, AUSD, JUSD, CNUSD, MVUSD) and provided educational background information, resources, and transitional support to parents and the court for these youth if they are not in school or their current educational placement is not successful. Provided weekly updates from their current educational settings to update the court weekly on student progress.

- Attended transition IEPs to ensure that special education services were available as students' transitioned from Court School and back into a traditional classroom environment.
- Engaged the community for donations that enable students to have a higher rate of success in transitioning back to their school.

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

- Attended quarterly interagency meetings with our collateral agencies-probation, behavioral health, public health.
- Drafted and created RCOE's Suicide Prevention Policy and RCOE's CARE.-Crisis Assessment Response Evaluation – procedures and forms.

Action 7

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Provide intramural athletic programs for students.

Physical education courses have been implemented at the Community School and Court School. Students in the ninth grade completed the Physical Fitness Tests. PFT Subtests include Aerobic Capacity, Trunk Extension Strength, Body Composition, Upper Body Strength, Abdominal Strength Flexibility. In 2017-2018, 298 students participated in the intramural sports program in flag football, basketball, soccer, and volleyball.

Amount: \$313,934, \$500, \$15,150
 Source: 3180, 3180, 0804
 Budget Ref: 1100/3000, 4300, 4300, 5892,5721
 Total: \$329,584

Amount: \$337,707, \$1,747, \$16,500
 Source: 3180, 3180, 0804
 Budget Ref: 1100/3000, 4300, 4300, 5892,5721
 Total: \$355,954

Action 8

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Maintain clean and safe facilities.

Annual Williams facility inspections were completed for all the school sites, in addition to the Title 15, California Education Program Review and Evaluation of all the Court School Facilities. All school sites are maintained and in good condition in order to provide an environment conducive to student learning. Custodial services are provided directly by RCOE staff or through vendors with whom we partner. Repair and maintenance services are completed in a timely manner and service as repair work orders are given the highest priority. School Facility Good Repair Status (Most Recent Year). Year and month in which data were collected: December 2017. Overall Rating was good.

Amount: \$100,173, \$169,536, \$70,744, \$138,105, \$598,778, \$10,500, \$109,000
 Source: 0804, 0804, 0804, 0804, 0804, 0804, 0804
 Budget: 2100, 5800, 5500, 5640, 5715, 5726/5739/5741, 5920
 Total: \$1,196,836

Amount: \$117,858, \$167,275, \$25,250, \$52,500, \$507,711, \$38,000, \$72,000
 Source: 0804, 0804, 0804, 0804, 0804, 0804, 0804
 Budget: 2100, 5800, 5500, 5640, 5715, 5726/5739/5741, 5920
 Total: \$980,594

Action 9

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Continue to implement the Social Work intern program.

The five Social Work interns provided counseling to 172 students at five sites.

Amount: \$30,000, \$30,000
Source: 3010, 7366
Budget Ref: 5710, 5710
Total: \$60,000

Amount: \$45,000, \$30,000
Source: 3010, 7366
Budget Ref: 5710, 5710
Total: \$75,000

Action 10

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Implement parent communication and training that include Edulink (automatic phone system), Parent Portal through Aeries, and parent workshops to connect families with community resources that provide educational enrichment and support.

Community School sites used Edulink to inform parents of school activities. Nurturing Parenting classes were implemented at all Community School sites. Instituted Parent and stakeholder surveys to gather input how to be fully engaged with activities at the various school sites. Parent Engagement Leadership Initiative (PELI) workshops and college nights were implemented each quarter at the sites. In 2017-2018, 41 parents attended the quarterly PELI meetings, 30 parents attended College Success seminars, and seven parents attended the Nurturing Parent events.

Amount: \$3,000, \$7,500
 Source: 3180, 3010
 Budget Ref: 5800, 5892
 Total: \$10,500

Amount: \$3,000, \$0
 Source: 3180, 3010
 Budget Ref: 5800, 5892
 Total: \$3,000

Action 11

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Involve parents in decision-making and advisory functions for the purpose of program review and improvement in support of academic accountability. Implement parent activities and SSCs/ELACs/DELACs to involve parents in decision making.

Parents participated in the Parent Advisory Councils, School Site Councils (three elected parents and 17 attended the meetings), English Learner Advisory Councils (17 parents), and the District English Learner Advisory Council (11 parents).

Amount: \$5,000
Source: 0804
Budget Ref: 4300
Total: \$5,000

Amount: \$1,789
Source: 0804
Budget Ref: 4300
Total: \$1,789

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

All 11 actions were implemented. Students received targeted support based on their needs from an array of services that included interventions for behavior and attendance from MTSS collaborative meetings (Action 1), School Attendance Response Teams and School Attendance Review Boards (Action 2), mental health counseling (Action 3), student mentoring (Action 4), support from probation officers through the Community Diversion Team (Action 5), support from the Coordinator of Student Transitions (Action 6), and counseling from social work interns (Action 9). Students engaged in activities to connect them to school through physical education and intramural sports (Action 7). Parents were engaged in supporting their children in school through quarterly events and regular communication (Actions 10 and 11).

The SARB process was challenging due to attendance at the scheduled meetings. The student mentoring program was enhanced with a second intervention mentor program at four sites. An after school program in performing arts was added in January 2018 to Betty Gibbel RLC to motivate students to attend school.

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

All 11 LCAP actions were implemented to connect students to school in a positive and safe learning environment, however, all actions did not lead to improvements in the metrics. Three measurable outcomes met/exceeded targets and eight did not meet targets. Actions were rated on the following scale:

- Developing-in progress: declined or maintained
- Improving: growth but did not meet target
- Effective-met or exceeded expected measurable target

Actions 1, 3, 4, and 5 were designated as Developing due to the increased suspension rate. Action 2 was designated as Effective due to the increased attendance rate. Actions 6 and 9 were designated as Improving due to the metric for dropout rates. Actions 7 and 8 were designated as Effective due to the metrics for student surveys and clean and safe schools. Actions 10 and 11 were designated as Developing due to the survey results.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

A total of \$2,187,764 was allocated for Goal 2 in 2017-2018 and the estimated expenditures as of March 2018 were \$2,062,588. The difference in the initial 2017-2018 budget projection was \$125,176 less in expenditures overall due to reduced spending Action 2 (\$23,090 less than expected costs-fewer SARB meetings) and Action 8 (\$216,242 lower costs for custodial and maintenance services). Expenditures were higher than projected in Action 4 (\$36,000 higher due to the addition of a second intervention mentor), Action 6 (\$50,066 due to increased personnel costs), Action 7 (\$26,370 due to higher transportation costs), and Action 9 (\$15,000 due to additional Social Work Interns).

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

The data indicated an ongoing need for a goal on school connection and safety. In order to continue the growth in connecting students to school and maintaining positive, safe, and healthy learning environments, the following will be implemented under Goal 2 in the 2018-2019 LCAP:

- Include all actions related to school safety in one action under Goal 2 based on feedback from school stakeholder meetings (some school safety actions were listed separately under other goals).
- Implement PBIS and Restorative Practices with fidelity.
- Maintain the attendance letter notification process with School Attendance Review Teams (SART) and School Attendance Review Boards (SARB) along with attendance incentives.
- Focus Social Work Intern counseling on academics and behavior.
- Enhance behavioral health counseling for students.
- Re-define the efforts of the probation officers and the Community Diversion Team on home visits.
- Refine the work of the Coordinator of Student Transitions to support students returning to school districts.
- Continue intramural sports program.
- Continue parent involvement/training
- Continue Aeries Parent Portal.
- Increase student mentoring-intervention program.
- Implement an after school performing arts program.

Goal 3

English learners will acquire proficiency in English.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 8

Local Priorities:

Annual Measurable Outcomes

Expected

EL growth on the CELDT will increase 5% from 37% in 2016-2017 to 42% in 2017-2018.

EL attaining proficiency on the CELDT will increase 5% from 30% in 2016-2017 to 35% in 2017-2018.

Actual

Not Applicable. The CELDT was replaced by the ELPAC in 2017-2018. The CELDT was not administered in 2017-2018 and the ELPAC was administered in the spring of 2018 (no scores will be available until the fall of 2018).

Not Applicable. The CELDT was replaced by the ELPAC in 2017-2018. The CELDT was not administered in 2017-2018 and the ELPAC was administered in the spring of 2018 (no scores will be available until the fall of 2018).

Expected

EL proficiency level growth on the Test of English Language Learners (TELL) will increase by 5% from 21% in 2016-2017 to 26% in 2017-2018.

EL Reclassification Rate will improve by 5% from 1% in 2016-2017 to 6% in 2017-2018.

EL growth on the CAASPP in English will increase 5% from 3% in 2015-2016 to 8% in 2016-2017.

EL growth on the CAASPP in math will increase 5% from 0% in 2015-2016 to 5% in 2016-2017.

Certification to teach English learners (CLAD, BCLAD, or SDAIE/SB1292) will be maintained at 100%.

ELPAC will be administered in the spring of 2018.

Actual

Not Met. EL scores on the TELL increased by 1%, but did not meet the 5% expected target.

Not Met. EL Reclassification Rate declined from 1% in 2016-2017 to 0% in 2017-2018.

Not Met. EL growth on the CAASPP in ELA declined from 3% in 2015-2016 to 0% in 2016-2017.

Not Met. EL growth on the CAASPP in math remained at 0% in 2016-2017.

Met. Certification to teach English learners (CLAD, BCLAD, or SDAIE/SB1292) maintained at 100%.

Met. ELPAC was administered in the spring of 2018.

Actions/Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services

Provide instruction in English language acquisition in designated ELD classes. Provide integrated ELD and literacy skills in reading comprehension, academic writing, and speaking in all core content classes.

Actual Actions/Services

English-language arts, mathematics, social studies, and science curriculum and instruction provided Integrated ELD, standards-based instruction and aligned curriculum.

For all English learners, teachers prepared and unpacked language targets that determined the linguistic content or skill students needed to learn, use, and apply to accomplish the content target. Teachers modeled the skills explicitly and provided opportunities for guided practice with feedback.

Writing, presentation, and collaboration rubrics that were adapted from Buck Institute for Education (BIE) and Smarter Balanced Assessment Consortium (SBAC) were used as an instructional tool during personalized, one-on-one conferences with English learners.

Budgeted Expenditures

Amount: \$7,040, \$17,803, \$10,000
 Source: 1100, 4203, 0804
 Budget Ref: 4300, 4300, 4300
 Total: \$34,843

Estimated Actual Expenditures

Amount: \$7,040, \$10,000, \$6,216
 Source: 1100, 4203, 0804
 Budget Ref: 4300, 4300, 4300
 Total: \$23,256

Planned Actions/Services**Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

Academic language and content vocabulary with Spanish cognates were explicitly taught modeled, and practiced. School sites posted the academic language of the quarter in the front office for all staff, security, and community personnel to see and model for students. Teachers provided opportunities for students to write, hear, and speak full sentences with the language in all subject areas. The science units of study design team utilized the BSCS research-based 5E Instructional Sequence that relates complex science to the investigation of engaging, natural phenomena through exploration and engineering authentic scientific application. Teachers focused students on vocabulary development through embedded project-based learning. The science notebook provided scaffolds for complex science content with accessible texts,

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

note-taking, and vocabulary. The math units of study incorporated rich academic language with scaffolded supports for reading, writing, listening, and speaking. Dinah Zike's Foldables were an embedded scaffold for English learners.

Action 2

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Implement universal design for learning (UDL), personalized learning, and instructional scaffolds (Thinking Maps, sentence starters, and response frames) with support from the Coordinator of Instructional Innovation and Support.

Teachers were trained on the requirements for Designated and Integrated ELD during a full-day in-service in October. Teachers studied the ELD Standards, read vignettes in the ELA/ELD Framework, reviewed current research on best-practices, prepared Learning and Language Targets for their subsequent instruction, and co-planned lessons with their Collaborative Cohort using a selected best practice.

Amount: \$48,846, \$48,846
 Source: 3010, 3025
 Budget Ref: 1100/3000, 1100/3000
 Total: \$97,692

Amount: \$87,892, \$47,326
 Source: 3010, 3025
 Budget Ref: 1100/3000, 1100/3000
 Total: \$135,218

Teachers implemented ELD language targets in ELA and mathematics for all English learners. The ELD language targets helped students to identify the high need ELD standards-based content knowledge or skill and the planned engaging, interest-based check for understanding. For all English learners, teachers prepare and unpack Language Targets that determine the linguistic content or skill students need to learn, use, and apply to accomplish the content target. Teachers model the skills explicitly and provide opportunities for guided practice with feedback. Teachers use and refer to the theme and inquiry to create relevant connections among the theme, students' prior knowledge and culture, and new content knowledge. Teachers post and refer the inquiry question and facilitate a weekly discussion or

written activity for the students to reflect on the inquiry, their current and revision response, and evidence and reasoning from the texts and activities they have read and participated.

Full implementation of Thinking Maps at all sites support all students to access complex texts, academic writing tasks, and speaking and listening tasks address cognitive skill development.

The Coordinator of Instructional Innovation and Support provided the following services to teachers, instructional assistants, and principals: Leading PLCs (RCOE, Zones, Sites) for 80 teachers on Wednesday every month; facilitating collaborative work groups for 80 teachers one day every month; providing ELA-ELD content coaching with individuals/teams for 55 teachers for 36 hours during the school year; providing

observation with feedback for 53 teachers for 44 hours during the year; co-planning-co-teaching for 15 teachers for 14 hours during the year; conducting site instructional reviews with all principals for six times during the school year; providing consultation on assessments and units of study during the year.

Action 3

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Continue implementation of a systematic assessment, reclassification, and progress monitoring process for English learners. Analyze data on EL students to monitor progress and use the reclassification process to reclassify students.

A set testing schedule was implemented throughout the school -year. A weekly EL report was sent to all administrators informing them of students who require assessments and those who may be eligible for reclassification. Students who required EL testing were assessed within one week of enrollment. Multi-Tiered Support System (MTSS) Teams analyzed data related to student needs during scheduled monthly professional learning.

Amount \$7,500 \$3,000 \$311
\$3,000
Source 0804 0804 4203 0804
Budget Ref. 1130/3000 4300
4300 4300
Total \$13,811

Amount: \$7,309, \$2,450, \$269,
\$3,000
Source: 0804, 0804, 4203, 0804
Budget: 1130/3000, 4300, 4300,
4300
Total: \$13,028

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

All three actions were implemented. Integrated ELD in English-language arts, mathematics, social science, and science curriculum was primarily achieved through the use of the new textbooks and support materials in each subject. Designated and Integrated ELD instruction (Action 1) were more challenging due to student transitions. Student mobility rates impacted instructional continuity (lesson pacing, assessments, strategic grouping using targeted instructional practices), program implementation (continuum of course enrollment, intervention transitions), and student learning (connection to school, social interaction, motivation).

The implementation of universal design for learning (UDL), personalized learning, and instructional scaffolds (Thinking Maps, sentence starters, and response frames) with support from the Coordinator of Instructional Innovation and Support was an ongoing process (Action 2). Reclassification (Action 3) continues to be a challenge due to student scores on the academic criterion of the re-designation process.

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

All three LCAP actions were implemented, however, all actions did not lead to improvements in the metrics. Two outcomes met expected targets, four did not meet expected targets, and two were not applicable due to the change from the CELDT to the ELPAC. Actions were rated on the following scale:

- Developing-in progress: declined or maintained
- Improving: growth but did not meet target
- Effective-met or exceeded expected measureable target

Actions 1, 2, and 3 were all designated as Developing due to the metrics for the CAASPP, CELDT, and TELL.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

A total of \$146,346 was allocated for Goal 3 in 2017-2018 and the estimated expenditures as of March 2018 were \$171,502. The difference in the initial

2017-2018 budget projection was an increase of \$25,156 in expenditures overall due to costs in Action 2 for personnel.

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

The data indicated an ongoing need for a goal for English learners. In order to improve the English language proficiency of EL students, the following will be implemented under Goal 3 in the 2018-2019 LCAP:

- Acquire materials for newcomers.
- Update the Alternative Education reclassification criteria to incorporate the performance level descriptors on the ELPAC (Minimally, Somewhat, Moderately, and Well Developed).
- Enhance MTSS meetings to focus on interventions for English learner students.
- Increase the use of Universal Design for Learning (UDL), differentiated instruction, and scaffolding (Thinking Maps, small groups) in ELA and math.
- Target the work of the Coordinator of Instructional Innovation and Support on coaching teachers on designated and integrated ELD.
- Provide instruction in English language acquisition in designated ELD classes.
- Enhance Integrated ELD and literacy skills in reading comprehension, academic writing, and speaking in all core content classes.

Goal 4

Instruction for expelled students and youth on probation and services for foster youth will be coordinated with the school districts in Riverside County.

State and/or Local Priorities addressed by this goal:

State Priorities: 9, 10

Local Priorities:

Annual Measurable Outcomes

Expected

The average rating (five-point scale) on the local performance indicator for Priority 9 on the implementation of a current, comprehensive, coordinated Triennial Plan for serving expelled students will be maintained at 5-full implementation and sustainability.

The average rating (five-point scale) on the local performance indicator for Priority 9 on the distribution of a transparent, well-articulated referral process to county office of education or other program options and menu of continuum of support services available to expelled students in the county to all local LEAs will be maintained at 5- full implementation and sustainability.

Actual

Met. Maintained at full implementation and sustainability. Third year of Triennial Plan (2015-2018) for serving expelled students.

Met. Maintained at full implementation and sustainability. Continued Student Referral process established through contracts with school districts.

The average rating (five-point scale) on the local performance indicator for Priority 9 on the implementation of a Memorandum of Understanding detailing the coordination of partial credit policies between district of residence and county office of education will be maintained at 5- full implementation and sustainability.

Not Met. Maintained at full implementation. Continue Partial Credit MOU with school districts.

The average rating on the five-point scale for the eight program components on the Foster Youth Coordination of Services Survey for the Local Performance Indicator will increase from 3.71-initial implementation to 4.0-full implementation.

Not Met. The average ranking on the five-point scale for the eight program components was 3.24, maintaining Initial implementation status.

Actions/Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
--------------------------	-------------------------	-----------------------	-------------------------------

Provide classroom-based program and independent study program through the Community School for expelled elementary school students, middle school, and high school students, including parenting teens and Safe House, from school districts in Riverside County.

Classroom-based instruction and independent study was provided to 988 students over the course of the school year (296 students average daily enrollment) through the Community School for expelled elementary school students, middle school, and high school students, including parenting teens and Safe House, from school districts in Riverside County.

Amount: \$3,150,026,
 \$1,893,041, \$49,496, \$75,000,
 \$85,465, \$318,773, \$10,500
 Source: 0804, 0804, 3310, 0804,
 0804, 0804/5310, 0804
 Budget Ref: 1000/3000,
 2000/3000, 1000/3000, 4300,
 5800, 5892, 5210
 Total: \$5,582,301

Amount: \$3,009,051, \$1,864,862,
 \$52,211, \$75,000, \$76,944,
 \$393,640, \$12,000
 Source: 0804, 0804, 3310, 0804,
 0804, 0804/5310, 0804
 Budget Ref: 1000/3000,
 2000/3000, 1000/3000, 4300,
 5800, 5892, 5210
 Total: \$5,483,708

Action 2

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Implement the educational program and interventions in the Court School.

Classroom-based instruction was provided to 1,603 students (114 students average daily enrollment) in the Court School for middle school and high school students in the four Riverside County juvenile halls.

Amount: \$1,984,242, \$706,173, \$49,496, \$75,000, \$49,165, \$10,500
 Source: 0804, 0804, 3310, 0804, 0804, 0804
 Budget: 1000/3000, 2000/3000, 1000/3000, 4300, 5800, 5210
 Total: \$2,874,576

Amount: \$2,121,283, \$592,564, \$52,211, \$75,000, \$38,075, \$9,000
 Source: 0804, 0804, 3310, 0804, 0804, 0804
 Budget Ref: 1000/3000, 2000/3000, 1000/3000, 4300, 5800, 5210
 Total: \$2,888,133

Action 3

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Coordinate Foster Youth Services for Riverside County.

Trainings related to the education and welfare of foster youth were held throughout the year for school district staff and social services staff. The Foster Youth Services Coordinating Program (FYSCP) partnered with child welfare to address school mobility and school stability for foster youth. FYSCP facilitated four quarterly meetings that addressed the coordination of services which

Amount: \$62,268, \$299,435, \$212,262, \$58,694, \$493, \$137,342
 Source: 3010, 7366, 7366, 7366, 7366, 7366
 Budget Ref: 1301, 1301,1308, 2309, 2000, 4300, 4400, 5100/5892
 Total: \$770,494

Amount: \$33,590, \$186,404, \$199,259, \$8,590, \$4,626, \$201,086
 Source: 3010, 7366, 7366, 7366, 7366, 7366
 Budget Ref: 1301, 1301,1308, 2309, 2000, 4300, 4400, 5100/5892
 Total: \$633,555

included discussion on enrollment and support of foster youth, expeditious transfer of educational records and the process for updating the Health and Education Passport. The FYSCP coordinator also attended monthly Child Welfare and Attendance meetings and provided updates and information related to the welfare and education of foster youth to the district foster youth liaisons and directors of Child Welfare and Attendance. At one meeting, the RCOE Educational Liaisons provide updates on their services to school district foster youth.

The foster youth coordinator reviewed the CALPADS and Data Quest reports related to foster youth at the Riverside County CALPADS network meeting in the fall of 2017. A training was provided to school district staff on accessing the CALPADS 5.7 reports (foster

youth enrollment in school districts) in the winter of 2018. FYSCP facilitated four quarterly meetings that addressed the coordination of services which included discussion on enrollment and support of foster youth, expeditious transfer of educational records and the process for updating the Health and Education Passport. Five meetings were held throughout the school year with the school districts, DPSS, and Riverside County Probation to develop the foster youth transportation MOU. The MOU focused on maintaining foster youth in their school of origin. The annual foster and homeless youth summit was held in March 2018 and included approximately 300 attendees including representatives from 16 of the 23 Riverside County school districts, local community colleges, behavioral health, probation, and partner agencies.

The foster youth coordinator met with one school district on March 26, 2018 in order to provide differentiated assistance to their foster youth based on the California Dashboard metric on student suspensions.

Action 4

Planned Actions/Services

Continue to provide the Strategic Tutoring program to improve students' academic performance, self-esteem and confidence. Provide each foster youth with 36-72 hours of tutoring services.

Actual Actions/Services

Tutoring services were provided to eligible foster youth students residing in Riverside County. Services were provided to students enrolled in 15 of the 23 Riverside County School districts and two charter schools. Students received individualized tutoring services in mathematics or English language arts, based upon their highest need. A total of 167 students were enrolled and 38 students completed 36 hours of tutoring.

Budgeted Expenditures

Amount: \$263,204
 Source: 7366
 Budget: 5100/5892
 Total: \$263,204

Estimated Actual Expenditures

Amount: \$468,600
 Source: 7366
 Budget: 5100/5892
 Total: \$468,600

Action 5**Planned Actions/Services**

Continue to provide three Educational Liaisons in collaboration with the Riverside County Department of Public Social Services (DPSS).

Actual Actions/Services

The Educational Liaisons provided services to foster youth in the school districts in Riverside County. To date, 10 workshops/presentations were conducted for school districts, social services and partner agencies. The Educational Liaisons provided support to 150 students and the foster youth school counselor provided services to 67 students in school districts in Riverside county. One Educational Liaison position was vacant for six months during the school year due to recruitment issues, which impacted the number of students served.

Budgeted Expenditures

Amount: \$341,940
Source: 7366
Budget: 1909/3000
Total: \$341,940

Estimated Actual Expenditures

Amount: \$132,098
Source: 7366
Budget: 1909/3000
Total: \$132,098

Action 6**Planned Actions/Services****Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

Continue offering transition support services such as Step Up (formerly WhyTry), College Entrance Camps, and mentoring programs to Riverside County foster and group home youth to help youth develop personal growth and character.

This year this far, 31 Step Up sessions were provided to a total of 227 students at the four juvenile detention facilities, Indio Juvenile Hall, Southwest Juvenile Hall, Riverside Juvenile Hall and the Alan M. Crogan Youth Treatment and Education Center. Students were provided with instruction that included life skills and college and career preparation. All students received a Step Up workbook along with life skills and college preparation materials. Eligible foster youth participated in three College Bound Computer Camps, which provided students with training on Microsoft Office programs, financial management, credit awareness, Internet safety, and skills to help them be successful after they transition from high school to college and/or careers.

Amount: \$158,300
Source: 7366
Budget: 5800
Total: \$158,300

Amount: \$201,000
Source: 7366
Budget: 5100/5800
Total: \$201,000

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

All six actions were implemented. Classroom-based programs and independent study were provided at 11 community school sites for expelled elementary school students and middle school and high school students, including parenting teens, from school districts in Riverside County. The Community School provided the educational program for students at Safe House in Riverside. Many of the CWA directors in Riverside County changed this year, with some who were not aware of the MOU for partial credit.

The dramatic decline in student enrollment at the Court School this year was challenging. Two units were closed in the Riverside area (one at FHB and one at AMC YTEC) and one unit was closed in Indio leading to mid-year staff –reassignments and changes in facilities. The student ADA was lower, leading to reductions in staffing and programs.

The four actions were fully implemented to provide services to the foster youth in the 23 school districts in Riverside County. The ESSA transportation MOU was initiated this year. The change in the CWA directors on the Foster Youth Advisory Board where the survey is administered for the foster youth services impacted the ratings as newer members were not as knowledgeable of program components on the survey.

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

All six LCAP actions were implemented. Two outcomes met expected targets and two remained the same. Actions were rated on the following scale:

- Developing-in progress: declined or maintained
- Improving: growth but did not meet target
- Effective-met or exceeded expected measureable target

All six actions were designated as Effective due to the survey metrics.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

A total of \$9,990,815 was allocated for Goal 4 in 2017-2018 and the estimated expenditures as of March 2018 were \$9,807,094. The difference in the

initial 2017-2018 budget projection was \$183,721 less in expenditures overall due to reduced spending Action 1 (\$98,593 less for the Community School program), Action 3 (\$136,939 less for coordinating foster youth services), and Action 5 (\$209,842 less due to one ongoing Educational Liaison vacancy). Expenditures were higher than projected in Action 4 (\$205,396 for increased Strategic Tutoring services) and Action 6 (\$42,700 for increased transition services).

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

The county office of education actions for the Expelled Student Plan, Court School, and the Foster Youth program will continue under Goal 4 in the LCAP.

- Provide classroom-based program and independent study program through the Community School for expelled elementary school students, middle school, and high school students, including parenting teens and Safe House, from school districts in Riverside County.
- Implement the educational program and interventions in the Court School.
- Coordinate services for foster youth in Riverside County.
- Provide differentiated assistance to the school districts in Riverside County for foster youth.
- Continue to provide the Strategic Tutoring program to improve students' academic performance, self-esteem and confidence. Provide each foster youth with 36-72 hours of tutoring services.
- Continue to provide three Educational Liaisons in collaboration with the Riverside County Department of Public Social Services (DPSS).
- Continue offering transition support services such as Step Up (formerly WhyTry), College Entrance Camps, and mentoring programs to Riverside County foster and group home youth to help youth develop personal growth and character.
- Add an action to Foster Youth Services on facilitating trainings on trauma-informed practices with the 23 Riverside County school districts and county-operated programs.

Stakeholder Engagement

LCAP Year: 2018-19

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

Staff, parents/guardians, students, and community partners were involved in LCAP stakeholder meetings that began in October 2017 and concluded in May 2018. Meetings were held with staff, parents/guardians, and students at the school sites across the county (October 12, 2017 at ARLC, November 8, 2017 at DLLRLC, December 14, 2017 at DFKRLC, January 23, 2018 at Palm Springs, February 8, 2018 at BGRLC, and March 8, 2018 at VVRLC). Parents and students from the schools representing the different programs (classroom, independent study, and parenting teens) participated in the regional meetings. Parents (60) and students (232) also responded to surveys.

The School Site Councils (SSCs) reviewed quantitative data and provided input on the LCAP at meetings on September 23 and 26, December 2 and 5, February 10 and 13, March 26, April 3, May 5 and 8. The required members of the SSC are one principal, four teachers, one staff, 3 parents, and 3 students.

The English Learner Advisory Committee (ELAC) reviewed quantitative data and provided input on the LCAP at meetings on September 23 and 26, December 2 and 5, February 10 and 14, March 26, April 3, and May 5 and 8. The ELAC is made up of parents of English learner students.

The District English Learner Advisory Committee (DELAC) reviewed quantitative data and provided input on the LCAP at meetings on October 24, January 30, March 20, and April 24. The DELAC is made up of the members from the school ELACs.

The Parent Advisory Committee (PAC) met to provide input on the LCAP on April 3, 2018. The PAC met for final review and consult on May 8, 2018. The Parent Advisory Committee is made up of parents from the SSCs, ELACs, and DELACs.

In addition to the LCAP school site stakeholder meetings, staff members (certificated and classified employees from the Community School sites, Court School sites, and central office) provided input for LCAP actions through various meetings during the school year. Input for the LCAP was discussed at the quarterly (September 12, November 28, February 20, and April 3) Program Services Quality Review Committee (8 teachers selected by RCOTA and 7 administrators-central office administrators, principals, counselor). The Staff Development Planning Committee (Teachers, TOSAs, Principals, and Administrators) met on January 30, 2018 to examine student data and teacher needs in order to prioritize staff development actions for 2017-2018. The Riverside County Office Teachers Association (RCOTA) met to review the LCAP on April 10, 2018. Representatives of Chapter 693 of the California School Employees Association met for final review of the LCAP on April 30, 2018.

The Community School and Court School completed WASC self-study reports for accreditation this year. The Community School WASC visit occurred from Sunday, February 4 to Wednesday, February 7, 2018. The Court School WASC visit occurred from Sunday, March 11 to Wednesday, March 14, 2018. The administrators, principals, teachers, classified staff, parents, and students engaged in a self-study from June 2017 to February 2018 in order to prepare the report for the visit. The work for the WASC accreditation was integrated with the ongoing LCAP process.

The Community School received a six-year term of accreditation with a two-day mid-term visit. The WASC visiting committee provided the following commendations and recommended growth areas for the Community School:

WASC Visiting Committee – Community School - School-wide Areas of Strength (Commendations)

- The Riverside County Office of Education is supportive of the program, which is clear in the report and in conversations during the visit.
- Well-articulated vision, mission, pledge and SLOs that have been revised in PLC meetings and discussed by all stakeholders.
- The central office has been very supportive in providing an administrator of data to support all school sites, in working with their local and state level data. Data will become more complicated, as more CDE standards come online and the school sites will be able to triangulate the data. Furthermore, the school sites evidenced using the data to plan and drive instruction for the students they serve.
- Ongoing communication with all stakeholders through various channels such as webpage, meetings, activities at the school sites from July through June each school year.
- Involvement of all stakeholders the LCAP annual update.
- Ongoing professional development trainings for principals and central office administrators conducted by the Coordinator of Instructional Innovations and Support.
- The use of AVID strategies of learning and organization within the classroom across all subject matters
- The relationship between RCHSCS and the CTE programs is evident in the work the students are doing and the readiness for the careers they will pursue
- Cal-SAFE learning environment engaging and demonstrated samples of rigor and relevance

- CTE classes had focus and purpose—students seemed to have understanding of purpose
- Project Based Learning shows that students are engaged in rigorous and relevant work centered on common themes.
- AVID strategies were utilized by all sites and classrooms the VC visited.
- Student portfolios and AVID strategies are a strength across all sites
- Administrator of Data Analysis at the district level, which assists the teachers with gathering and synthesizing data.
- Safe school: The school sites have a gated entrance, locked classrooms, full-time security guard, and shared probation officer. Teachers hold a special education credential and are assisted by instructional aides and tutors. Classroom strategies include PBIS and MTSS; and on-site safety nets help students remain on task.
- Small classes: The small class sizes ensure that students receive individualized support from the teachers, with assistance by the instructional aides, tutors, school administrators, and staff. Students observed for this report were working collaboratively in the classrooms and were engaged in the lesson.
- Stakeholder/community involvement: The RCOE sites have partnerships with the law enforcement and probation departments, neighboring school districts, community colleges, and local businesses and industries.

WASC Visiting Committee – Community School - School-wide Areas of Growth (Recommendations)

- Improvement in EL Reclassification to RFEP.
- Develop a focus group, if not already formed, that may address the absenteeism in the school sites. “We know this is an issue that is tough to handle.”
- Appropriate English Language Learner strategies need to be used by all teachers during Integrated ELD time.
- Increase business and industry alliances that can offer internships and job opportunities.
- Student work samples, especially PBL work needs to focus on developing rigor and student demonstration of critical thinking.
- Continue to encourage parents to attend school events.
- Continue to use PBIS and MTSS strategies to decrease suspensions.
- Increase community service opportunities, field trips, and guest speakers.

WASC Visiting Committee – Community School – Comment on the School-wide Action Plan

The WASC visiting committee agreed with the goals/actions of the Community School action plan, which was aligned to the LCAP:

- Improve student achievement in ELA and mathematics.
- Continue to enhance student college and career readiness skills.
- Improve student connectedness to school (improve student attendance and behavior).

- Enhance parent involvement in the education of their children.
- Improve EL student English language acquisition and English language and math proficiency.

The WASC visiting committee (VC) believed that the central office, school, and all of its stakeholders have the capacity to carry out the critical areas of follow-up and make adequate progress towards their action plan goals. The VC determined the goals were in alignment with the data implications and the concerns the leadership team, teachers, and stakeholders had communicated, written about, and we had observed. There is no hesitation the school and its stakeholders shouldn't meet adequate progress toward the each item mentioned in their self-study. Furthermore, the resources are available, the attention to detail is present, and the school is student-centered.

The Court School received a six-year term of accreditation with a one-day mid-term visit. The WASC visiting committee provided the following commendations and recommended growth areas for the Court School:

WASC Visiting Committee – Court School - School-wide Areas of Strength (Commendations)

- They were “super” impressed with the level of collaboration across the organization considering the distance between sites. They admired the use of Zoom for communication.
- The Court School culture is focused on being a service to students who are in our care. They observed a great deal of one-on-one conversations between staff and students.
- The “positivity was really clear and everywhere.”
- When they were in the Court School classrooms, they stated that it didn't feel like they were in a juvenile hall. The classes were just like other schools.
- Excellent principals.
- Staff have developed interpersonal connections with students and the children are in good hands in our programs.
- The focus is on the students.
- The teachers/staff are “working from love and the students sense it.”

WASC Visiting Committee – Court School - School-wide Areas of Growth (Recommendations)

- The areas for growth identified by the WASC visiting team were aligned with the Court School WASC action plan and LCAP.
- The VC emphasized the need to continue using technology, which is in our plan, and to look for ways to increase the rigor when integrating technology in lessons.

Community partners provided input into the LCAP at quarterly Alternative Education Career Technical Education Advisory Committee meetings

(September 26, 2017, December 12, 2017, April 10, 2018), interagency meetings with Riverside County Probation (August 24, November 30, February 15, and April 12), and quarterly Foster Youth Advisory Board meetings. Concomitantly, Alternative Education meets with the representatives from the 23 school districts who attend the monthly RCOE Child Welfare and Attendance meetings (September 28, October 19, November 15, January 25, March 22, April 26, and May 24). Alternative Education Career Technical Education Advisory Committee includes the California Family Life Center, Economic Development Agency (EDA), Riverside County Probation, Riverside Community College District, and Smooth Transitions. During the Alternative Education CTE Advisory Committee meetings, RCOE administrators and CTE teachers discuss the employment needs of businesses and industries in Riverside County in order to tailor programs that will lead to successful post-secondary employment. During the quarterly meetings with Probation, RCOE administrators ask for input on programs for students in the Court School. The members of the Foster Youth Advisory Board (15 school districts, DPSS, Loma Linda University, RCC and Moreno Valley College, RCOE, group home representatives, Smooth Transitions, and former foster youth) discuss the needs of the foster youth in the school districts in Riverside County. During the monthly RCOE Child Welfare and Attendance meetings, the list of district students who are referred to the RCOE Community School Riverside are reviewed each month. This year, the districts participated in the development of the Riverside County Expelled Student Triennial Plan for 2018-2021.

The Riverside County Board of Education reviewed the components of the LCAP at the meetings on March 14, 2018 (School Profile and Stakeholder Engagement), on April 11, 2018 (LCAP Annual Update), and on May 9, 2018 (LCAP Draft). The LCAP was presented at the Board meeting on June 13, 2018 for public review and comment and on June 27, 2018 for adoption.

Impact on LCAP and Annual Update

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

Stakeholders used the data and research to frame the conversations and reaffirmed the goals for 2018-2019. The actions for each of the goals were revised to varying degrees for 2018-2019 based on the data, student needs, the WASC visiting committee report, and stakeholder input.

Goal 1: Students will graduate from high school well prepared for post-secondary education and careers.

Stakeholders examined college and career readiness indicators (CAASPP ELA and Math scores, EAP, enrollment in CTE and UC a-g courses, College Enrollment data) and reviewed evidence-based practices (Evaluating Alternative Education Programs; Hanover Research, 2018, Best Practices in Future-Ready Curriculum and Instruction; Hanover Research, 2018, Meeting Labor Market Demand Through CTE Programming; Hanover Research, 2018, Best Practices to Support Rigorous Instruction; Hanover Research, 2017, Improving Reading Outcomes for Students with Special Needs; Hanover Research, 2017) at site and partner meetings and provided input for the development of actions for Goal 1. The ideas were listed, sorted, and

prioritized in order to identify patterns/themes/common threads and were correlated with the student data. The stakeholder input was synthesized into the following:

- Continue tutoring in math. EL students struggle w/the math vocabulary.
- Expand CTE pathway in Product Innovation and Design in Riverside area.
- Need more one-on-one or small group support for students in ELA and math (in depth, remedial, reteach).
- Continue updating technology at all sites. The tablets, desktops, and interactive televisions provided students with remote explorations, discovery learning, etc.
- Continued trainings to utilize technology in the class (staff development and training follow-up) and incorporating the tech in all classes, which will enhance student engagement.
- Increase time for teachers during PLCs to explore their textbooks/instructional resource, meet in teams to plan lessons, and to share technology integrations, strategies, and refreshers. Collaboration with colleagues helps.
- Utilize more technology instruction/presentation by students (developing PowerPoints, exploring, research, essay writing).
- Provide more opportunities to take ASVAB or other interest inventories.
- Maintain smaller class sizes (one teacher to 20 students) to enhance student and teacher interactions.
- Expand AVID binders and strategies. Students like AVID WICOR and Cornell Notes. AVID gives students a college mindset.
- Continue AVID tutorials.
- Continue project-based learning.
- Continue college trips.
- Reach out to local business and arrange experiences.
- Continue math intervention. Students like ALEKS-computer based math intervention technology.
- Continue Vocadoemy (big hit).
- Offer a college fair or career expo on campus.
- Expand paid internships through a new CTE pathway in Legal and Government Services.

Goal 2: Students will be connected to school and educated in positive, safe, and healthy learning environments.

Stakeholders studied the data on student engagement and school climate (attendance, chronic absenteeism, suspensions, survey results) and reviewed evidence-based practices (Hanover Research, 2017, Strategies to Support Equitable School Discipline; Hanover Research, 2017, Building Equitable Environments in School Districts; Hanover Research, 2017, Best Practices for Measuring Social-Emotional Learning; Hanover Research, 2017, School Social Workers and Social-Emotional Learning; Hanover Research, 2017, Best Practices for Grade 9 Transitions; Hanover Research,

2016, Best Practices for Improving Attendance in Secondary Schools) at site and partner meetings and provided input for the development of actions for Goal 2. The ideas were listed, sorted, and prioritized in order to identify patterns/themes/common threads and were correlated with the student data. The stakeholder input was synthesized into the following:

- Continue sports program. Football, basketball, soccer motivate students to come to school.
- Continue to provide after school program (performing arts). Students enjoy dancing.
- Continue communication by telephone and email. Teachers email and respond about student progress. Parents like the automated (EduLink) phone calls.
- Continue parent classes. Parents enjoyed College Success parent presentations.
- Continue Parent Portal.
- Increase incentives and recognition for student achievement and attendance.
- Continue social work intern counseling.
- Continue behavioral health counseling.
- Explore student ambassador opportunities (attendance, scoring).
- Continue campus security supervisors and probation officers. School feels safe.
- Continue canine detection. Helps create a sense of safety.
- Continue SRO at Betty Gibbel RLC.
- Continue Crisis Go Training and Active Shooter Training.
- Maintain classroom cameras, telephones/intercoms and radios to communicate with the front office.
- Increase campus security system with the following:
 - o Install door release buttons at the reception desk so the main doors can remain locked. This was installed at Palm Springs Community School and is in progress at the RLCs.
 - o Add security film to all windows.
- Continue mentoring and group discussions.
- Provide more time for Skill Streaming (more time for planning w/teaching).
- Utilize social workers to work with parents and students with attendance and behavior issues.
- Reinvigorate PBIS. Behavior reflections successfully motivated to reflect on their behavior and actions.
- Continue small class sizes. Reduced class sizes have positively impacted safety and school connectedness.
- Continue Community Diversion Team. Probation officer makes home visits when students do not come to school.

Goal 3: English Learners will acquire proficiency in English.

Stakeholders analyzed the English learner data from assessments (CELDT Retest, TELL, reclassification, and scores on the CAASPP in ELA and math) and reviewed evidence-based practices (Hanover Research, 2017, Effective Interventions for Long-Term English Learners; Hanover Research, 2015, A Meta-Analysis of Research on English Learners; U.S. Department of Justice, 2015, Ensuring English Learner Students Can Participate Meaningfully and Equally in Educational Programs. CDE, 2010, Improving the Education for English Learners: Research-Based Approaches) at site and partner meetings and provided input for the development of actions for Goal 3. The ideas were listed, sorted, and prioritized in order to identify patterns/themes/common threads and were correlated with the student data. The stakeholder input was synthesized into the following:

- Acquire and implement more instructional materials for newcomers.
- Enhance strategies in vocabulary development for English learners, especially in math and science.
- Utilize TELL results for instructional planning.
- Develop new reclassification criteria using the ELPAC.
- Provide flexible groupings of English learner students, specifically long-term English learners to allow for increased conversations in all subject areas.
- Provide targeted instruction in English vocabulary, syntax, and grammar.
- Provide more opportunities for EL students to work with English speaking students and to speak in class and make presentations.
- Provide more opportunities for EL students to learn from others and practice oral language production.
- Implement universal design for learning (UDL) and personalized learning. Teachers stated that the value strategies that address student learning needs.
- Expand the use of instructional scaffolds (e.g., Thinking Maps).

Goal 4: Instruction for expelled students and youth on probation and services for foster youth will be coordinated with the school districts in Riverside County.

Stakeholders analyzed CAASPP scores, course credit completion, and student enrollment data and reviewed evidence-based practices (Hanover Research, 2017, Innovative Alternative High School Programs for At-Risk Students; Hanover Research, 2016, Best Practices in Community Schools; Hanover Research, 2016, Improving Engagement for Students with Significant Needs; Wagner, L.A., 2015, Promising Practices Supporting Academic Achievement in California Juvenile Court and Community Schools) at county and partner meetings and provided input for the development of actions for Goal 4. The ideas were listed, sorted, and prioritized in order to identify patterns/themes/common threads and were correlated with the student data. The stakeholder input was synthesized into the following:

- Continue the classroom-based and independent study program options for expelled students and students on probation.
- Continue providing regional community school programs to serve students.

- Maintain instructional program alignment with district programs that provides seamless school transitions.
- Continue the partnership with probation for the Community Diversion Team to provide students with support with attendance, grades, and behavior.
- Continue the Coordinator of Student Transitions to track student enrollment and support student matriculation.
- Continue foster youth programs.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified

Goal 1

Students will graduate from high school well prepared for post-secondary education and careers.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 5, 7, 8

Local Priorities:

Identified Need:

The needs assessment was based on student data, survey results, the WASC accreditation process and visit, and input from parents, students, staff, and community members at LCAP Annual Update stakeholder meetings, School Site Councils, English Learners Advisory Committees, District English Learner Advisory Committees, Parent Advisory Committees, and meetings with the 23 school districts in Riverside County, community agencies/partners on the Alternative Education Career Technical Education Advisory Committee (California Family Life Center, Cryoquip, Economic Development Agency (EDA), Riverside County Probation, Riverside Community College District, and Smooth Transitions. LCAP Goal 1 and actions were prioritized based on the student data, evidenced-based practices, and stakeholder input.

Alternative Education staff utilized student data from the California Assessment of Student Performance and Progress (CAASPP) in ELA and math, RCOE developed short-cycle assessments in ELA and math, Early Assessment Program (EAP), course enrollment/credit (UC a-g, CTE, AVID), and the California Standards Implementation Reflection Tool to identify needs for this goal. Student scores on the Smarter Balanced Assessment in ELA declined from 7% in 2015-2016 to 5% meeting/exceeding standards in 2016-2017. Student scores on the Smarter Balanced Assessment in math increased from 1% meeting/exceeding standards in 2015-2016 to 2% in 2016-2017. The percent of students scoring 70% or higher on the Alternative Education short-cycle summative assessments in ELA increased from 3.4% in 2015-2016 to 18% in 2016-2017 (Data inclusive of continuously enrolled students in assessment clusters of achievement). The percent of students scoring 70% or higher on the Alternative Education short-cycle summative assessments in math increased from 1.4% in 2015-2016 to 7% in 2016-2017 (Data inclusive of continuously enrolled students in assessment clusters of achievement).

The data from the 2016-2017 CAASPP provided insight on claims in ELA and math that need improvement. The 2016-2017 ELA Smarter Balanced Claim reports indicated that students performed (above or near standard) higher in listening (34.94%) compared to reading (20.48%), research/inquiry (19.28%), and writing (14.45%). Based on the Quarter 3 Alternative Education short-cycle summative assessments, the percent of students scoring 70% or higher on the in ELA increased from 3.4% in 2015-2016 to 18% in 2016-2017 (Data inclusive of continuously enrolled students in assessment clusters of achievement).

Student achievement in math continues to be a challenge. The 2016-2017 math Smarter Balanced Claim reports indicated that students performed (above or near standard) higher in communicating reasoning (23.49%) followed by problem solving and modeling and data analysis (10.84%). Students had the most difficulty in concepts and procedures (4.82%). The percent of students scoring 70% or higher on the Quarter 3 Alternative Education short-cycle summative assessments in math increased from 1.4% in 2015-2016 to 7% in 2016-2017 (Data inclusive of continuously enrolled students in assessment clusters of achievement).

The county-wide high school graduation rate increased from 87.4% in 2014-2015 to 88.2% in 2015-2016. The percent scoring College Ready/College Conditional Ready on the EAP in ELA declined from 7% in 2015-2016 to 5% in 2016-2017. The 2016-2017 EAP in math did not improve. The percent of students enrolled in CTE courses declined from 59.7% in 2016-2017 to 42.7% in 2017-2018 (Most students are enrolled for one semester and sometimes two semesters, which is not sufficient time to complete a CTE sequence of courses). The percent of students completing UC a-g courses was maintained at 100% in 2017-2018.

Based on quantitative (identified above) and qualitative data (student and parent surveys/input), students need targeted instruction in ELA and math, support/interventions, and extended learning time. In order to continue the progress in preparing students for college and careers, students need rigorous and relevant learning activities that include project-based service learning, inter-disciplinary thematic lessons, and literacy across the curriculum along with explicit strategy instruction combined with example-based learning in mathematics courses. Students need continued access to UC a-g courses, Career Technical Education pathways, systems to assess college/career/workforce readiness skills, and continued opportunities to complete the High School Equivalency Test (GED and HiSET). Students need access to job shadowing/internships to engage in work-based learning. Teachers need more time for MTSS collaborative meetings and lesson planning, intervention design, and resource exploration. Teachers need workshops in universal design for learning (UDL), ELA writing informational/expository text using scaffolding strategies, project-based service learning, and math instruction.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
District-wide Students Meeting/Exceeding Smarter Balanced Assessments in ELA (Priority 4, Actions 1-11)	In 2015-2016, 10% met/exceeded Smarter Balanced Assessments in ELA. Scores for 2016-2017 have not been reported.	Improve percent meeting/exceeding Smarter Balanced Assessments in ELA by 5%.	Improve percent meeting/exceeding Smarter Balanced Assessments in ELA by 2%.	Improve percent meeting/exceeding Smarter Balanced Assessments in ELA by 2%.

District-wide Students Meeting/Exceeding Smarter Balanced Assessments in Math (Priority 4, Actions 1-11).

In 2015-2016, 1% met/exceeded Smarter Balanced Assessments in math. Scores for 2016-2017 have not been reported.

Improve percent meeting/exceeding Smarter Balanced Assessments in math by 5%.

Improve percent meeting/exceeding Smarter Balanced Assessments in math by 2%.

Improve percent meeting/exceeding Smarter Balanced Assessments in math by 2%.

District-wide Grade 11 Meeting/Exceeding Smarter Balanced Assessments in ELA (Priority 4, Actions 1-11)

In 2015-2016, 12.4% met/exceeded Smarter Balanced Assessments in ELA. Scores for 2016-2017 have not been reported.

Improve percent meeting/exceeding Smarter Balanced Assessments in ELA by 5%.

Improve percent meeting/exceeding Smarter Balanced Assessments in ELA by 2%.

Improve percent meeting/exceeding Smarter Balanced Assessments in ELA by 2%.

District-wide Grade 11 Meeting/Exceeding Smarter Balanced Assessments in Math (Priority 4, Actions 1-11)

In 2015-2016, 0% met/exceeded Smarter Balanced Assessments in math. Scores for 2016-2017 have not been reported.

Improve percent meeting/exceeding Smarter Balanced Assessments in math by 5%.

Improve percent meeting/exceeding Smarter Balanced Assessments in math by 2%.

Improve percent meeting/exceeding Smarter Balanced Assessments in math by 2%.

Low Income Students Meeting/Exceeding Smarter Balanced Assessments in ELA (Priority 4, Actions 1-11)

In 2015-2016, 9.8% met/exceeded Smarter Balanced Assessments in ELA. Scores for 2016-2017 have not been reported.

Improve percent meeting/exceeding Smarter Balanced Assessments in ELA by 5%.

Improve percent meeting/exceeding Smarter Balanced Assessments in ELA by 2%.

Improve percent meeting/exceeding Smarter Balanced Assessments in ELA by 2%.

Low Income Students Meeting/Exceeding Smarter Balanced Assessments in Math (Priority 4, Actions 1-11)

In 2015-2016, 1% met/exceeded Smarter Balanced Assessments in math. Scores for 2016-2017 have not been reported.

Improve percent meeting/exceeding Smarter Balanced Assessments in math by 5%.

Improve percent meeting/exceeding Smarter Balanced Assessments in math by 2%.

Improve percent meeting/exceeding Smarter Balanced Assessments in math by 2%.

Foster Youth Meeting/Exceeding Smarter Balanced Assessments in ELA (Priority 4, Actions 1-11).

In 2015-2016, 33% met/exceeded Smarter Balanced Assessments in ELA. Scores for 2016-2017 have not been reported.

Improve percent meeting/exceeding Smarter Balanced Assessments in ELA by 5%.

Improve percent meeting/exceeding Smarter Balanced Assessments in ELA by 2%.

Improve percent meeting/exceeding Smarter Balanced Assessments in ELA by 2%.

Foster Youth Meeting/Exceeding Smarter Balanced Assessments in Math (Priority 4, Actions 1-11).

In 2015-2016, zero met/exceeded Smarter Balanced Assessments in math. Scores for 2016-2017 have not been reported.

Improve percent meeting/exceeding Smarter Balanced Assessments in math by 5%.

Improve percent meeting/exceeding Smarter Balanced Assessments in math by 2%.

Improve percent meeting/exceeding Smarter Balanced Assessments in math by 2%.

Community School Early Assessment Program (EAP) College Ready and College Conditional Ready in ELA (Priority 4, Actions 1-10)

In 2015-2016, 7% College Ready/College Conditional Ready in ELA. Scores for 2016-2017 have not been reported.

Improve percent College Ready/College Conditional Ready in ELA by 5%.

Improve percent College Ready/College Conditional Ready in ELA by 2%.

Improve percent College Ready/College Conditional Ready in ELA by 2%.

Community School Early Assessment Program (EAP) College Ready and College Conditional Ready in Math (Priority 4, Actions 1-10).

In 2015-2016, 1% College Ready/ College Conditional Ready in math. Scores for 2016-2017 have not been reported.

Improve percent College Ready/College Conditional Ready in math by 5%.

Improve percent College Ready/College Conditional Ready in math by 2%.

Improve percent College Ready/College Conditional Ready in math by 2%.

Court School Early Assessment Program (EAP) College Ready and College Conditional Ready in ELA (Priority 4, Actions 1-10)

In 2015-2016, 14% College/College Conditional Ready in ELA. Scores for 2016-2017 have not been reported.

Improve percent College Ready/College Conditional Ready in math by 5%.

Improve percent College Ready/College Conditional Ready in ELA by 2%.

Improve percent College Ready/College Conditional Ready in ELA by 2%.

Court School Early Assessment Program (EAP) College Ready and College Conditional Ready in Math (Priority 4, Actions 1-10).

In 2015-2016, 0% College Ready College Conditional Ready in math. Scores for 2016-2017 have not been reported.

Improve percent College Ready/College Conditional Ready in math by 5%.

Improve percent College Ready/College Conditional Ready in math by 2%.

Improve percent College Ready/College Conditional Ready in math by 2%.

UC a-g Course Enrollment (Priority 4, Action 5 and 6).

In 2016-2017, 100% enrolled in UC a-g courses.

Maintain UC a-g enrollment at 100%.

Maintain UC a-g enrollment at 100%.

Maintain UC a-g enrollment at 100%.

Career Technical Education Enrollment (Priority 4, Action 6)

In 2016-2017, 49.2% of students were enrolled in CTE courses.

Maintain UC a-g enrollment at 100%.

Improve CTE enrollment by 2%.

Improve CTE enrollment by 2%.

High School Graduation Rate (Priority 5, Actions 1-11)

In 2015-2016, the high school graduation rate was 88.2% (data reported from the prior year).

Improve graduation rate from 88.2% to 88.4%.

Improve graduation by 1% with the new DASS.

Improve graduation by 1%.

Implementation of state board adopted academic content and performance standards for all students in (Priority 1 and 2, Actions 1, 3, 4 5, 6, 7):

- ELA-CCSS
- Mathematics – CCSS
- ELD
- CTE
- Health Education
- History-Social

In 2016-2017, the average rating for

- Professional Learning on New Standards was 3.65.
- Instructional Materials Aligned to New Standards Available in All Classrooms was 3.53.
- Identifying Areas Needing Improvement in Delivering Instruction Aligned to Academic Standards and/or Curriculum Frameworks was 3.36.
- Progress in

In 2016-2017, the average rating for

- Professional Learning on New Standards will increase to 3.9.
- Instructional Materials Aligned to New Standards Available in All Classrooms will increase to 3.75.
- Identifying Areas Needing Improvement in Delivering Instruction Aligned to Academic Standards and/or Curriculum

The average rating for each area will be:

- Professional Learning on New Standards will increase to 4.0.
- Instructional Materials Aligned to New Standards Available in All Classrooms will increase to 4.0.
- Identifying Areas Needing Improvement in Delivering Instruction Aligned to Academic Standards and/or Curriculum

The average rating for each area will be:

- Professional Learning on New Standards will increase to 4.5.
- Instructional Materials Aligned to New Standards Available in All Classrooms will increase to 4.5.
- Identifying Areas Needing Improvement in Delivering Instruction Aligned to Academic Standards and/or Curriculum Frameworks will increase

Science
• Physical Education
• NGSS
• Visual & Performing Arts
• World Languages
The California Standards Implementation Reflection Tool.
Ratings are as follows:
1. Exploration and Research Phase
2. Beginning Development
3. Initial Implementation
4. Full Implementation
5. Full Implementation and Sustainability (Priority 2)

Implementing Standards in All Areas was 2.96.
• Identifying Professional Learning was 2.94.

Frameworks will increase to 3.60.
• Progress in Implementing Standards in All Areas will increase to 3.25
• Identifying Professional Learning will increase to 3.25.

Frameworks will increase to 4.0.
• Progress in Implementing Standards in All Areas will increase to 3.0.
• Identifying Professional Learning will increase to 3.5.

to 4.5.
• Progress in Implementing Standards in All Areas will increase to 3.5
• Identifying Professional Learning will increase to 4.0.

Course Access for All Students from Enrollment Data (Priority 7, Actions 1, 4, 5, and 8)

All students were enrolled in a broad course of study to meet the high school graduation requirements based on enrollment data from Aeries.

Maintain student access and enrollment in a broad course of study to meet graduation requirements at 100%.

Maintain student access and enrollment in a broad course of study to meet graduation requirements at 100%.

Maintain student access and enrollment in a broad course of study to meet graduation requirements at 100%.

Teachers are Appropriately Assigned and Fully Credentialed (Priority 1, Action 5)

In 2015-2016, no teacher mis-assignments.

Maintain at no teacher mis-assignments.

Maintain at no teacher mis-assignments.

Maintain at no teacher mis-assignments.

Access to Standards Aligned Instructional Materials as Indicated on Textbook Sufficiency (Priority 1, Action 1, 2, and 4)

In 2016-2017, all students have textbooks.

Textbook sufficiency will be maintained in 2017-2018.

Textbook sufficiency will be maintained in 2018-2019.

Textbook sufficiency will be maintained in 2019-2020.

<p>Pupil Outcomes for Courses based on Formative Assessments (Priority 8, Action 10).</p>	<p>In 2016-2017, the percent of students scoring 70% or higher on the Alternative Education short-cycle assessments was 18% in ELA 7% in math. A new test will be administered in 2017-2018.</p>	<p>Baseline Year in ELA and math.</p>	<p>Student scores on the ELA and math formative assessment will improve by 2%.</p>	<p>Student scores on the ELA and math formative assessment will improve by 2%.</p>
<p>Academic Performance Index (Priority 4)</p>	<p>Not Developed by CDE.</p>	<p>Will determine targets when API is developed.</p>	<p>Will determine targets when API is developed.</p>	<p>Will determine targets when API is developed.</p>
<p>Advanced Placement Exams (Priority 4, Action 1).</p>	<p>No students were tested on the AP Exams in 2016-2017.</p>	<p>AP Exams will be offered for students who request the tests.</p>	<p>AP Exams will be offered for students who request the tests.</p>	<p>AP Exams will be offered for students who request the tests.</p>

Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

All Students

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Implement project-based learning in the ELA/ELD and history-social science integrated units of study and the math and science integrated units of study. Begin implementation of the Next Generation Science Standards (NGSS). Collaborate with WE Schools for service learning opportunities and implement experiential learning activities. Implement the California

Implement a broad course of study that includes core and elective classes, intervention courses, and credit recovery (Edmentum-Plato) that are aligned to the districts of residence. Lesson plans and curriculum/textbooks identify approaches/strategies and instructional resources/materials to be used for special populations such as students with disabilities

Implement a broad course of study that includes core and elective classes, intervention courses, and credit recovery (Edmentum-Plato) that are aligned to the districts of residence. Lesson plans and curriculum/textbooks identify approaches/strategies and instructional resources/materials to be used for special populations such as students with disabilities

Standards in ELA, ELD, math, history-social science, NGSS, health, visual and performing arts, and world languages.

and English learners.
The alternative education classroom teacher is a dual credentialed teacher who is responsible for the implementation of the IEP of special education students as well as the Individualized Learning Plan of non-special education students. The SAI teacher provides direct services to students and monitors student progress in each course. The SAI teacher provides materials, technology, and differentiated instruction (UDL, small group instruction) in all courses in order for the students to successfully complete goals and objectives, as specified in the IEP. Teachers possess certification to teach English learners (CLAD, BCLAD, or SDAIE/SB1292) and tailor instruction to meet student needs in all courses.
Implement project-based learning in the ELA/ELD and history-social science integrated units of study and the math and science integrated units of study. Collaborate with WE Schools for service learning opportunities and implement experiential learning activities. Implement the California Standards in ELA, ELD, math, history-social science, NGSS, health, visual and performing arts, and world languages.

and English learners.
The alternative education classroom teacher is a dual credentialed teacher who is responsible for the implementation of the IEP of special education students as well as the Individualized Learning Plan of non-special education students. The SAI teacher provides direct services to students and monitors student progress in each course. The SAI teacher provides materials, technology, and differentiated instruction (UDL, small group instruction) in all courses in order for the students to successfully complete goals and objectives, as specified in the IEP. Teachers possess certification to teach English learners (CLAD, BCLAD, or SDAIE/SB1292) and tailor instruction to meet student needs in all courses.
Implement project-based learning in the ELA/ELD and history-social science integrated units of study and the math and science integrated units of study. Collaborate with WE Schools for service learning opportunities and implement experiential learning activities. Implement the California Standards in ELA, ELD, math, history-social science, NGSS, health, visual and performing arts, and world languages.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$48,000; \$5,000; \$2,100	\$5,000; \$98,152 Total: \$103,152	\$5,000; \$98,152
Source	3180; 3010; 3010	1100; 0804/1100	1100; 0804/1100
Budget Reference	1100/3000; 5845; 5800	4300; 5800	4300; 5800

Action #2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

N/A

Location(s)

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

LEA-Wide

Location(s)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

2017-18 Actions/Services

Not Applicable.

Select from New, Modified, or Unchanged for 2018-19

New

2018-19 Actions/Services

Implement updated technology to support digital literacy skills in all content areas. Technology for students to access online websites and instructional resources, to engage in remote explorations/conferences, and to create projects/products that demonstrate their learning.

Select from New, Modified, or Unchanged for 2019-20

Modified

2019-20 Actions/Services

Implement updated technology to support digital literacy skills in all content areas. Technology for students to access online websites and instructional resources, to engage in remote explorations/conferences, and to create projects/products that demonstrate their learning.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Not Applicable.	\$357,054, \$145,701 Total: \$502,755	\$357,054, \$145,701
Source	Not Applicable.	0804, 0805	0804, 0805
Budget Reference	Not Applicable.	5921; 5727/5731	5921; 5727/5731

Action #3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

N/A

Location(s)

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

Schoolwide

Location(s)

Specific Schools, Community School

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

New

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

Not Applicable.

2018-19 Actions/Services

Implement job shadowing and internships through partnerships with businesses and public agencies.

2019-20 Actions/Services

Implement job shadowing and internships through partnerships with businesses and public agencies.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Not Applicable.	\$79,284; \$50,000 Total: \$129,284	\$79,284; \$50,000
Source	Not Applicable.	0805; 3010	0805; 3010
Budget Reference	Not Applicable.	5800; 5800	5800; 5800

Action #4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students

Location(s)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

2017-18 Actions/Services

Acquire materials, equipment, and technology to enhance student learning and performance.

Select from New, Modified, or Unchanged for 2018-19

Modified

2018-19 Actions/Services

Acquire materials and equipment to enhance student learning and performance.

Select from New, Modified, or Unchanged for 2019-20

Modified

2019-20 Actions/Services

Acquire materials and equipment to enhance student learning and performance.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$26,951; \$157,939; \$3,000; \$17,803; \$509,800	\$15,576; \$22,911; \$31,058 Total: \$69,545	\$15,576; \$22,911; \$31,058
Source	6300; 1100; 3010; 4203; 0804	6300; 1100; 1100	6300; 1100; 1100
Budget Reference	4100; 4200; 4300; 4300; 5727-5735	4100; 4100/4200; 5800	4100; 4100/4200; 5800

Action #5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

All Students

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served**Scope of Services:****Location(s)**

N/A

N/A

N/A

Actions/Services**Select from New, Modified, or Unchanged for 2017-18****Select from New, Modified, or Unchanged for 2018-19****Select from New, Modified, or Unchanged for 2019-20**

Modified

Modified

Modified

2017-18 Actions/Services**2018-19 Actions/Services****2019-20 Actions/Services**

Implement classroom-embedded professional development to enhance instruction in project-based service learning, NGSS, and PBIS. Provide induction for new teachers and STARS coaching support for veteran teachers.

Implement classroom-embedded professional development to enhance standards-based instruction to enhance student learning. The Summer Institute of Learning and Knowledge (SILK) and weekly Professional Learning Community collaboration will focus on site MTSS academics-attendance-behavior collaborative meetings (8 meetings), UDL and ELD workshops (8 meetings), data

Implement classroom-embedded professional development to enhance standards-based instruction to enhance student learning. The Summer Institute of Learning and Knowledge (SILK) and weekly Professional Learning Community collaboration will focus on site MTSS academics-attendance-behavior collaborative meetings (8 meetings), UDL and ELD workshops (8 meetings), data

analysis and collaborative planning (6 meetings, PLC collaborative planning (6 meetings), social-emotional learning and special education training (4 meetings), student data systems webinars (3 webinars), project-based services learning (1 meeting), and CAASPP administration procedures (1 meeting). Provide induction for new teachers and STARS coaching support for veteran teachers.

analysis and collaborative planning (6 meetings, PLC collaborative planning (6 meetings), social-emotional learning and special education training (4 meetings), student data systems webinars (3 webinars), project-based services learning (1 meeting), and CAASPP administration procedures (1 meeting). Provide induction for new teachers and STARS coaching support for veteran teachers.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$12,000; \$1,500; \$818; \$1,068; \$659; \$9,300; \$4,625; \$30,000	\$66,573; \$86,298; \$23,349; \$10,000; \$4,500; \$33,000; \$3,000; \$11,000 Total: \$237,720	\$66,573; \$86,298; \$23,349; \$10,000; \$4,500; \$33,000; \$3,000; \$11,000
Source	4035; 1100; 3010; 3025; 4035; 1100; 7338; 0804	3025; 3010; 310/3025; 1100; 0804; 3010; 4035; 0804	3025; 3010; 310/3025; 1100; 0804; 3010; 4035; 0804
Budget Reference	1100; 4300; 4300; 4300; 4300; 5200; 5200; 5200	1100/3000; 1100/3000; 2401/3000; 4300; 5210; 5200; 5210; 5700	1100/3000; 1100/3000; 2401/3000; 4300; 5210; 5200; 5210; 5700

Action #6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

All Students

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Implement a broad course of study and classes to prepare students for college and careers (UC a-g courses, CTE pathways). Use Vocademy Makerspace to provide students with hands on workforce skills in industry sectors. Implement job shadowing and internships through partnerships with

Implement classes to prepare students for college and careers (UC a-g courses, CTE pathways). Continue three CTE pathways (Food Service/Hospitality, Product Innovation and Design-Engineering/Robotics, and Residential Commercial Construction-Construction Technology) and add a new

Implement classes to prepare students for college and careers (UC a-g courses, CTE pathways). Continue three CTE pathways (Food Service/Hospitality, Product Innovation and Design-Engineering/Robotics, and Residential Commercial Construction-Construction Technology) and add a new

businesses and public agencies.

pathway in Legal and Government Services. Implement Product Innovation and Design in conjunction with Vocademy Makerspace (through contract) to provide students with hands on workforce skills in industry sectors.

A separate action (Action 11) was created for job shadowing and internships.

pathway in Legal and Government Services. Implement Product Innovation and Design in conjunction with Vocademy Makerspace (through contract) to provide students with hands on workforce skills in industry sectors.

A separate action (Action 11) was created for job shadowing and internships.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$83,806; \$43,194; \$157,360; \$101,767; \$16,339; \$112,673; \$10,100; \$68,000	\$218,207; \$13,622; 16,870; \$62,658; \$13,598; \$4,500, \$79,284 Total: \$408,739	\$218,207; \$13,622; 16,870; \$62,658; \$13,598; \$4,500, \$79,284
Source	0804; 6382; 3180; 6382; 3550; 6387; 6387; 3180	3010; 3550; 3550; 6387; 6387; 4035; 0805	3010; 3550; 3550; 6387; 6387; 4035; 0805
Budget Reference	1100/3000; 1100/3000; 1100/3000; 4300; 4300; 4300; 5800; 5800	1100/3000; 4300; 5800; 4300; 5800; 5700/5800; 0805	1100/3000; 4300; 5800; 4300; 5800; 5700/5800; 0805

Action #7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

Schoolwide

Specific Schools, Community School

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Implement the Advancement Via Individual Determination (AVID) in the Community School. 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).

Expand Advancement Via Individual Determination (AVID) in the Community School. 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). Acquire AVID Certification for one site.

Expand Advancement Via Individual Determination (AVID) in the Community School. 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). Acquire AVID Certification for one site.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$31,354; \$31,354; \$3,000, \$1,000, \$2,844	\$44,518; \$41,112; \$300; \$2,948 Total: \$88,878	\$44,518; \$41,112; \$300; \$2,948
Source	3180; 3010; 1100; 3010; 3010	0805; 3010; 1100; 3010	0805; 3010; 1100; 3010
Budget Reference	2909/ 3000; 2909/ 3000; 4300; 4300; 5300	1305/3000; 2000/3000; 4300; 5800	1305/3000; 2000/3000; 4300; 5800

Action #8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

2017-18 Actions/Services

Implement college readiness transition activities, including College Connections, through college camps, college visits, support completing college entrance applications and the Free Application for Federal Student Aid (FAFSA), college assessments (PSAT, AP Exams, ACT, SAT) and implement career inventories through Career Cruising.

Select from New, Modified, or Unchanged for 2018-19

Modified

2018-19 Actions/Services

Implement college readiness transition activities, including career inventories through Career Cruising, college visits, college camps, support completing college entrance applications and the Free Application for Federal Student Aid (FAFSA), and College Connections.

Select from New, Modified, or Unchanged for 2019-20

Modified

2019-20 Actions/Services

Implement college readiness transition activities, including career inventories through Career Cruising, college visits, college camps, support completing college entrance applications and the Free Application for Federal Student Aid (FAFSA), and College Connections.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,100; \$9,186; \$60,000; \$3,000; \$3,000	\$12,000; \$3,000; \$2,100; \$20,000, \$56,907; \$56,907; \$3,000 Total: \$153,914	\$12,000; \$3,000; \$2,100; \$20,000, \$56,907; \$56,907; \$3,000

Source	7338; 7338; 7338; 3010; 3010; 1100; 7366	3010; 0805; 1100; 3010, 3010; 7366, 3010	3010; 0805; 1100; 3010, 3010; 7366, 3010
Budget Reference	5800; 5850; 5883; 5220; 4300; 4300; 5100/5892	4300; 5892; 5850; 5883, 5892; 5892; 5800	4300; 5892; 5850; 5883, 5892; 5892; 5800

Action #9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

Implement data teams and MTSS collaborative groups during Wednesday PLCs to target instruction and intervention for students. Interventions in ELA and mathematics include support classes in ELA and math, tutoring, and individual and small group instruction from the teacher and instructional assistants. Collaborative instructional reviews are scheduled each quarter to monitor implementation of instructional priorities.

Modified

2018-19 Actions/Services

Implement formative assessments using EADMS to measure student learning. Implement data teams and MTSS collaborative groups during Wednesday PLCs to target instruction and intervention for students. Interventions in ELA and mathematics include support classes in math, tutoring during the school day and after school, and individual and small group instruction from the teacher and instructional assistants. Implement collaborative instructional reviews each quarter to monitor implementation of instructional priorities.

Modified

2019-20 Actions/Services

Implement formative assessments using EADMS to measure student learning. Implement data teams and MTSS collaborative groups during Wednesday PLCs to target instruction and intervention for students. Interventions in ELA and mathematics include support classes in math, tutoring during the school day and after school, and individual and small group instruction from the teacher and instructional assistants. Implement collaborative instructional reviews each quarter to monitor implementation of instructional priorities.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$628,474; \$268,680; \$827,243; \$931,222; \$25,000; \$46,173; \$49,725; \$55,815	\$38,238; \$722,248; \$26,546; \$526,808, \$667,777; \$1,000; \$1,650; \$3,747 Total: \$1,988,014	\$38,238; \$722,248; \$26,546; \$526,808, \$667,777; \$1,000; \$1,650; \$3,747

Source	0804; 3010/3025; 3010; 3010/3025; 1100; 0804; 0804; 3010	0804; 0805; 0804; 3025; 3010; 1100; 1100; 0805	0804; 0805; 0804; 3025; 3010; 1100; 1100; 0805
Budget Reference	1000/3000; 1000/3000; 2000/3000; 2000/3000; 4300; 5892; 5850; 5892	1000/3000; 1000/3000; 2000/3000; 2000/3000; 2000/3000; 4300, 5800; 5800	1000/3000; 1000/3000; 2000/3000; 2000/3000; 2000/3000; 4300, 5800; 5800

Action #10

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Students with Disabilities

Location(s)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

for 2017-18

Unchanged

2017-18 Actions/Services

Continue to monitor and evaluate student learning and modify lessons based on data and IEP goals and services during PLCs with support from TOAs and the school psychologist.

for 2018-19

Modified

2018-19 Actions/Services

Monitor and evaluate student learning and modify lessons based on assessments, attendance, and behavior data. Add instructional specialist positions to provide administrative support to work with school district staff during transition IEP meetings to determine the appropriate placement of students with disabilities. Monitor student progress of IEP goals and behavior and enhance services based on data with support from administrators, instructional specialists, and the school psychologist. Implement contract for behavioral health in the Court School.

for 2019-20

Modified

2019-20 Actions/Services

Monitor and evaluate student learning and modify lessons based on assessments, attendance, and behavior data. Add instructional specialist positions to provide administrative support to work with school district staff during transition IEP meetings to determine the appropriate placement of students with disabilities. Monitor student progress of IEP goals and behavior and enhance services based on data with support from administrators, instructional specialists, and the school psychologist. Implement contract for behavioral health in the Court School.

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

\$324,096; \$50,804; \$5,649; \$75,000

\$28,937; \$359,495; \$65,609; \$74,894;
\$300; \$4,000; \$25,000; \$110,000
Total: \$668,235

\$28,937; \$359,495; \$65,609; \$74,894;
\$300; \$4,000; \$25,000; \$110,000

Source	6500/6512; 6500/6512; 6500/6512; 6500	0804; 6500/6512; 3010; 6500/6512; 6500/6512; 6500/6512; 6500/6512; 6500/6512	0804; 6500/6512; 3010; 6500/6512; 6500/6512; 6500/6512; 6500/6512; 6500/6512
Budget Reference	1300/3000; 2400/3000; 4361; 5100/5892	1000/3000; 1000/3000; 1000/3000; 2000/3000; 4300; 5850; 5800; 5800	1000/3000; 1000/3000; 1000/3000; 2000/3000; 4300; 5850; 5800; 5800

Action #11

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

N/A

Location(s)

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

LEA-Wide

Location(s)

All Schools

Actions/Services

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

for 2017-18

for 2018-19

for 2019-20

Unchanged

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Implement high school equivalency test prep (GED, HiSET) and administer high school equivalency test.

Implement high school equivalency test prep (GED, HiSET) and administer high school equivalency test for students who meet the criteria in the Community School and Court School.

Implement high school equivalency test prep (GED, HiSET) and administer high school equivalency test for students who meet the criteria in the Community School and Court School.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$45,613; \$2,835	\$49,994; \$1,000 Total: \$50,994	\$49,994; \$1,000
Source	0804; 0804	0804; 0805	0804; 0805
Budget Reference	2100/3000; 5892	2000/3000; 4300	2000/3000; 4300

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified

Goal 2

Students will be connected to school and educated in positive, safe, and healthy learning environments.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, 6

Local Priorities: No local measures.

Identified Need:

The needs assessment was based on student data, survey results, the WASC accreditation process and visit, and input from parents, students, staff, and community members at LCAP Annual Update stakeholder meetings, School Site Councils, English Learners Advisory Committees, District English Learner Advisory Committees, Parent Advisory Committees, and meetings with the 23 school districts in Riverside County, community agencies/partners (Riverside County Probation, Riverside County Behavioral Health). LCAP Goal 2 and actions were prioritized based on the student data, evidenced-based practices, and stakeholder input.

Alternative Education staff utilized student attendance data from Aeries, student suspension rates from CDE, countywide dropout rates, the Facilities Inspection Tool, and school climate surveys from the California Healthy Kids Survey (CHKS) and the LCAP parent survey in order to identify needs for this goal. The student attendance rate declined 81.5% in 2016-2017 to 78.2% in 2017-2018 and chronic absenteeism increased from 10.82% in 2016-2017 to 30.3% in 2017-2018. The Court School suspension rate increased from 2.4% in 2015-2016 to 6.4% in 2016-2017 and the Community School suspension rate increased from 14.3% in 2015-2016 to 23.9% in 2016-2017. The middle school dropout rate declined from 1.92% in 2015-2016 to zero in 2016-2017 and the high school dropout rate increased from 0.51% in 2015-2016 to 1.5% in 2016-2017. Facilities were maintained in good repair as indicated on the 2017-2018 Facility Inspection Tool.

Alternative Education utilized the California Healthy Kids Survey (CHKS) School Climate Module on School Connectedness and School Safety. The CHKS (WestEd) is a reliable and valid instrument. School connectedness was 70% in 2017-2018, which was an increase from the 67% in 2016-2017, however, it did not meet the expected growth of 5%. The total percent of students responding that they felt very safe or safe declined from 62% in 2016-2017 to 54% in 2017-2018. The LCAP parent survey has been piloted and vetted and is valid and reliable instruments to measure parent perceptions on school programs. The percent of parents who agree on the Alt. Ed. Parent Survey on “The school seeks parent input on decisions regarding services or programs for students at their school” decreased from 98% in 2016-2017 to 92.4% in 2017-2018. The percent of parents who agree on the Alt. Ed. Parent Survey on “The school promotes parent participation in school activities” declined from 94.1% in 2016-2017 to 84.8% in 2017-2018. In order to improve student attendance, the School Attendance Response Teams (SART) and School Attendance Review Board (SARB) process will continue. In order to improve student engagement in positive and safe learning environments, Positive Behavioral Supports and Intervention (PBIS) with Restorative Practices, behavioral health counseling services, and intramural sports will be continued along with Social Work Intern counseling. In addition, the Coordinator of Student Transitions will continue to facilitate the transition of students from Court and Community Schools back to their districts of residence and the Community Diversion Team will continue at four Community School sites. Alternative Education will continue to implement the threat assessment/suicide prevention process to address social-emotional-behavioral issues. The student mentoring program will be expanded and an after school performing art program (which was initiated in January 2018) will continue. In addition, professional development will include training on interventions for depression, anxiety, trauma, thoughts of suicide, and substance abuse along with recognizing the signs of sex trafficking and refreshers on Boys Town and PBIS/Restorative Practices.

In order to improve parent engagement, programs to involve parents in the education of their children, specifically programs to prepare students for college and careers, along with sustained activities to communicate with families on school information and opportunities for involvement to enhance student achievement.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Student Attendance (Priority 5, Action 2, 10, and 11)	In 2016-2017, the student attendance rate was 86.6%.	Improve attendance by 2%.	Improve attendance by 1.5%.	Improve attendance by 1%.

Chronic Absenteeism (Priority 5, Action 2, 10, and 11)

In 2016-2017, chronic absenteeism was 6.9%.

Decrease chronic absenteeism by .05%.

Decrease chronic absenteeism by .05%.

Decrease chronic absenteeism by .05%.

Student Suspensions (Priority 6, Actions 1, 3, 4, 10, and 11)

In 2015-2016, the suspension rate was 14.3% in the Community School
 In 2015-2016, the suspension rate was 2.4% in 2015-2016 in the Court School (data reported from prior year)

Reduce suspensions in the Community School by 2%.
 Reduce suspensions in the Court School by .05%.

Reduce suspensions in the Community School by 1.5%.
 Reduce suspensions in the Court School by .05%.

Reduce suspensions in the Community School by 1%.
 Reduce suspensions in the Court School by .05%.

Dropout Rate (Priority 5, Actions 1-11)

In 2015-2016, the middle school dropout was 1.92%
 In 2015-2016, the high school dropout rate was .051% (data reported from prior year).

Reduce middle school dropout rate by 0.25%.
 Reduce high school dropout rate by 0.10%.

Reduce middle school dropout rate by 0.25%.
 Reduce high school dropout rate by 0.10%.
 Reduce high school dropout rate by 0.10%.

Reduce middle school dropout rate by 0.25%.
 Reduce high school dropout rate by 0.10%.

California Healthy Kids Survey-School Connectedness (Priorities 5 and 6, Actions 1-11)
California Healthy Kids Survey-School Safety (Priorities 5 & 6, Actions 1 - 9)

In 2016-2017, the percent reported as moderate (47%) and high (20%) on the CHKS on School Connectedness was 67%. In 2016-2017, the percent of students responding that they felt very safe or safe was 62%, whereas 21% responded that they felt neither safe nor unsafe, and 16% responded that they felt unsafe or very unsafe.

The percent reported as moderate and high on the CHKS on School Connectedness will increase by 5%.
The percent of students responding that they feel very safe or safe will increase by 5%.

The percent reported as moderate and high on the CHKS on School Connectedness will increase by 5%.
The percent of students responding that they feel very safe or safe will increase by 5%.

The percent reported as moderate and high on the CHKS on School Connectedness will increase by 5%.
The percent of students responding that they feel very safe or safe will increase by 5%.

Parent Survey related to seeking input from parents/guardians in school and district decision making and the key findings from the survey related to promoting parental participation in programs.
(Priorities 3 & 6, Actions 10 & 11)

In 2016-2017, the percent of parents who agree on the Alternative Education Parent Survey on “The school promotes parent participation in school activities” was 94.11%.

Improve the percent of parents who agree on the Alt. Ed. Parent Survey on “The school promotes parent participation in school activities” by 1%.

Improve the percent of parents who agree on the Alt. Ed. Parent Survey on “The school promotes parent participation in school activities” by 1%.

Improve the percent of parents who agree on the Alt. Ed. Parent Survey on “The school promotes parent participation in school activities” by 1%.

Facility Inspection Tool (Priority 1, Action 8).

In 2016-2017, facilities were maintained in good repair as indicated on the Facilities Inspection Tool.

Facilities will be maintained in good repair as indicated on the 2017-2018.

Facilities will be maintained in good repair as indicated on the 2018-2019.

Facilities will be maintained in good repair as indicated on the 2019-2020.

Planned Actions/Services

Complete a copy of the following table for each of the LEA’s Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

All Students

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Continue to implement Positive Behavior Intervention Supports (PBIS)/Restorative Justice at the Community and Court schools that focus on developing safe, trusting, self-managing classrooms. Administer California Healthy Kids Survey.

Continue to implement Positive Behavior Intervention Supports (PBIS)/Restorative Justice that focus on developing safe, trusting, self-managing classrooms. Administer California Healthy Kids Survey. Implement the threat assessment/suicide prevention process to address social-

Continue to implement Positive Behavior Intervention Supports (PBIS)/Restorative Justice that focus on developing safe, trusting, self-managing classrooms. Administer California Healthy Kids Survey. Implement the threat assessment/suicide prevention process to address social-

emotional-behavioral issues.

emotional-behavioral issues.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,000; \$1,285	\$3,000; \$540; \$1,800 Total: \$5,340	\$3,000; \$540; \$1,800
Source	3180; 6690	3010; 6690; 6690	3010; 6690; 6690
Budget Reference	4300; 5892	4300; 4300; 5892	4300; 4300; 5892

Action #2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

All Students

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

2017-18 Actions/Services

Implement monthly SARB meetings, home visits, and attendance incentives.

Select from New, Modified, or Unchanged for 2018-19

Modified

2018-19 Actions/Services

Improve student attendance in school. Implement monthly SART meetings, home visits, and attendance incentives. Implement regional quarterly SARB meetings after SART meetings.

Select from New, Modified, or Unchanged for 2019-20

Modified

2019-20 Actions/Services

Improve student attendance in school. Implement monthly SART meetings, home visits, and attendance incentives. Implement regional quarterly SARB meetings after SART meetings.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$172,334; \$3,000; \$22,100	\$2,000; \$23,300 Total: \$25,300	\$2,000; \$23,300
Source	3180; 0804; 0804	0804; 0804	0804; 0804
Budget Reference	2000/3000; 4300; 5815	4300; 5800	4300; 5800

Action #3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students

Location(s)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

Implement programs to enhance student health (mental health, emotional, physical), fitness, and nutrition through curriculum/lessons and physical exercise. Implement Skillstreaming and Come and Get

2018-19 Actions/Services

Implement programs to enhance student health (mental health, emotional, physical), fitness, and nutrition through curriculum/lessons and physical exercise. Implement Skillstreaming and Come and Get

2019-20 Actions/Services

Implement programs to enhance student health (mental health, emotional, physical), fitness, and nutrition through curriculum/lessons and physical exercise. Implement Skillstreaming and Come and Get

It! Nutrition and Physical Activity for Lifelong Health. Implement a contract for behavioral/mental health services for students in the Community School.

It! Nutrition and Physical Activity for Lifelong Health. Implement a contract for behavioral/mental health services for students in the Community School.

It! Nutrition and Physical Activity for Lifelong Health. Implement a contract for behavioral/mental health services for students in the Community School.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,000; \$50,000	\$73,000 Total: \$73,000	\$73,000
Source	3010; 3010	6500/6512	6500/6512
Budget Reference	4300; 5800	5800	5800

Action #4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Specific Student Groups, Low Income, EL, Foster Youth

Location(s)

Specific Schools, Community School

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

Implement a student peer-mentoring program for support with social-emotional learning and conflict resolution.

2018-19 Actions/Services

Implement programs to support social-emotional learning and to connect students to school. Implement a student-mentoring program for support with social-emotional learning and conflict resolution. Implement an after school performing arts program to connect students to school.

2019-20 Actions/Services

Implement programs to support social-emotional learning and to connect students to school. Implement a student-mentoring program for support with social-emotional learning and conflict resolution. Implement an after school performing arts program to connect students to school.

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

10,500

\$98,400
Total: \$98,400

\$98,400

Source	3010	3010	3010
Budget Reference	5892	5800	5800

Action #5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

Schoolwide

Specific Schools, Community School

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

Modified

2017-18 Actions/Services

Implement the Community Diversion Team at Arlington RLC, Don F. Kenny RLC, Palm Springs Community School, and Val Verde RLC to provide students and parents with additional support systems to enhance student connectedness to school and achievement in school.

2018-19 Actions/Services

Continue to implement the Community Diversion Team at Arlington RLC, Don F. Kenny RLC, Palm Springs Community School, and Val Verde RLC to provide students and parents with additional support systems to enhance student connectedness to school and achievement in school.

2019-20 Actions/Services

Continue to implement the Community Diversion Team at Arlington RLC, Don F. Kenny RLC, Palm Springs Community School, and Val Verde RLC to provide students and parents with additional support systems to enhance student connectedness to school and achievement in school.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,305, \$198,000	\$198,000 Total: \$198,000	\$198,000
Source	0804, 0804	0805	0805
Budget Reference	5200, 5100/5892	5800	5800

Action #6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

LEA-Wide

Location(s)

All Schools

Actions/Services**Select from New, Modified, or Unchanged for 2017-18**

Modified

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

Continue to implement a Coordinator of Student Transitions to track student movement, records exchanges, enrollment, and community re-entry. The Coordinator of Student Transitions serves as a liaison with the District Attorney on the drug court.

2018-19 Actions/Services

Continue to implement a Coordinator of Student Transitions to track student movement, records exchanges, enrollment, and community re-entry. Continue to collaborate with probation, behavioral health, DPSS, and school districts on after care services for students. Continue to serve on the Juvenile Competency Assessment Team and work with the District Attorney on the drug court to support student success. Continue to attend Juvenile Success Team

2019-20 Actions/Services

Continue to implement a Coordinator of Student Transitions to track student movement, records exchanges, enrollment, and community re-entry. Continue to collaborate with probation, behavioral health, DPSS, and school districts on after care services for students. Continue to serve on the Juvenile Competency Assessment Team and work with the District Attorney on the drug court to support student success. Continue to attend Juvenile Success Team

(JUST) meetings to support probation youth who are in a drug diversion program.

(JUST) meetings to support probation youth who are in a drug diversion program.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$75,589; \$37,231; \$500	\$175,744, \$500 Total: \$176,244	\$175,744, \$500
Source	3010; 3025; 0804	7366; 0805	7366; 0805
Budget Reference	1305/3000; 1305/3000; 4300	1305/3000, 4300	1305/3000, 4300

Action #7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

Schoolwide

Specific Schools, Community School

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Provide intramural athletic programs for students.

Continue to provide physical education and intramural athletic programs for students.

Continue to provide physical education and intramural athletic programs for students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$313,934; \$500; \$15,150	\$350,164; \$6,000; \$500; \$500, \$58,580 Total: \$415,744	\$350,164; \$6,000; \$500; \$500, \$58,580
Source	3180; 3180; 0804	0804, 0804; 0805; 0804; 0804	0804, 0804; 0805; 0804; 0804
Budget Reference	1100/3000; 4300; 4300,5892,5721	1000/3000; 1120; 4300; 4300; 5700	1000/3000; 1120; 4300; 4300; 5700

Action #8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

All Students

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Maintain clean and safe facilities.

Maintain clean and safe schools.
 • Implement suicide prevention/crisis intervention plan aligned with AB 2246.
 • Implement trauma-informed care for positive classroom environments.
 • Use student behavior information from Aeries as a part of the MTSS collaborative

Maintain clean and safe schools.
 • Implement suicide prevention/crisis intervention plan aligned with AB 2246.
 • Implement trauma-informed care for positive classroom environments.
 • Use student behavior information from Aeries as a part of the MTSS collaborative

- meetings.
- Provide campus security (full-time campus security supervisors at each RLC.
 - Utilize contracted security company when subs are not available.
 - Contract with SRO at BGRLC.
 - Implement canine detection at all sites.
 - Implement Raptor Driver’s License/ID Scanning software (six sites)
 - Maintain equipment (two-way radios, security cameras).
 - Provide student ID badge printing software for safety.
 - Maintain site alarm systems.
 - Provide training to the campus security supervisors.
 - Continue Crisis Go implementation and training.
 - Provide custodial services to maintain clean and safe facilities.

- meetings.
- Provide campus security (full-time campus security supervisors at each RLC.
 - Utilize contracted security company when subs are not available.
 - Contract with SRO at BGRLC.
 - Implement canine detection at all sites.
 - Implement Raptor Driver’s License/ID Scanning software (six sites)
 - Maintain equipment (two-way radios, security cameras).
 - Provide student ID badge printing software for safety.
 - Maintain site alarm systems.
 - Provide training to the campus security supervisors.
 - Continue Crisis Go implementation and training.
 - Provide custodial services to maintain clean and safe facilities.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
------	---------	---------	---------

Amount	\$100,173; \$169,536; \$70,744; \$138,105; \$598,778; \$10,500; \$109,000	\$598,072; \$122,292; \$4,838; \$171,257; \$432,614; \$33,601; \$40,378; \$42,645; \$71,000; \$3,000 Total: \$1,519,697	\$598,072; \$122,292; \$4,838; \$171,257; \$432,614; \$33,601; \$40,378; \$42,645; \$71,000; \$3,000
Source	0804; 0804; 0804; 0804;0804; 0804; 0804	0804; 0804; 0804; 0804; 0804; 0804; 0804; 0804; 0804; 0804	0804; 0804; 0804; 0804; 0804; 0804; 0804; 0804; 0804; 0804
Budget Reference	2100; 5800; 5500; 5640; 5715; 57/26/5739/5741; 5920	2908/3000; 2100/3000; 4300; 5800; 5715; 5500; 5620, 5640; 5720; 5900; 5720/5730/5740	2908/3000; 2100/3000; 4300; 5800; 5715; 5500; 5620, 5640; 5720; 5900; 5720/5730/5740

Action #9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Specific Student Groups, Low Income, EL, Foster Youth

Location(s)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Continue to implement the Social Work intern program.

Continue to implement the Social Work intern program.

Continue to implement the Social Work intern program.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$30,000; \$30,000	\$45,000 Total: \$45,000	\$45,000
Source	3010; 7366	3010	3010
Budget Reference	5710; 5710	5800	5800

Action #10

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

All Students

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Implement parent communication and training that include Edulink (automatic phone system), Parent Portal through Aeries, and parent workshops to connect families with community resources that provide educational enrichment and support.

Implement parent communication and training that include Edulink (automatic phone system), Parent Portal through Aeries, and parent workshops to connect families with community resources that provide educational enrichment and support.

Implement parent communication and training that include Edulink (automatic phone system), Parent Portal through Aeries, and parent workshops to connect families with community resources that provide educational enrichment and support.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$3,000; \$7,500	\$7,500; \$26,000 Total: \$33,500	\$7,500; \$26,000
Source	3180; 3010	0804; 3010	0804; 3010
Budget Reference	5800; 5892	5892; 5850	5892; 5850

Action #11

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students

Location(s)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

Involve parents in decision-making and advisory functions for the purpose of program review and improvement in support of academic accountability. Implement parent activities and SSCs/ELACs/DELACs to involve parents in decision making.

2018-19 Actions/Services

Involve parents in decision-making and advisory functions for the purpose of program review and improvement in support of academic accountability. Implement parent activities and SSCs/ELACs/DELACs to involve parents in decision making.

2019-20 Actions/Services

Involve parents in decision-making and advisory functions for the purpose of program review and improvement in support of academic accountability. Implement parent activities and SSCs/ELACs/DELACs to involve parents in decision making.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,000	\$5,000 Total: \$5,000	\$5,000
Source	0804	0804	0804
Budget Reference	4300	5892	5892

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified

Goal 3

English learners will acquire proficiency in English.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 7, 8

Local Priorities:

Identified Need:

The needs assessment was based on student data, survey results, the WASC accreditation process and visit, and input from parents, students, staff, and community members at LCAP Annual Update stakeholder meetings, School Site Councils, English Learners Advisory Committees, District English Learner Advisory Committees, Parent Advisory Committees, and meetings with the 23 school districts in Riverside County, and Riverside County Probation. LCAP Goal 3 and actions were prioritized based on the student data, evidenced-based practices, and stakeholder input. Alternative Education staff utilized English learner student data from the California Assessment of Student Performance and Progress (CAASPP) in ELA and math, RCOE developed short-cycle assessments in ELA and math, the CELDT Retest, the Pearson Education Test of English Language Learners (TELL), and the RCOE reclassification information to identify needs for this goal. On the TELL, EL students scored higher in speaking and listening compared to reading and writing. The CELDT was replaced by the ELPAC in 2017-2018. The CELDT was not administered in 2017-2018 and the ELPAC was administered in the spring of 2018 (no scores will be available until the fall of 2018). EL scores on the TELL increased by 1%, but did not meet the 5% expected target. The EL Reclassification Rate declined from 1% in 2016-2017 to 0% in 2017-2018. EL growth on the CAASPP in ELA declined from 3% in 2015-2016 to 0% in 2016-2017. EL growth on the CAASPP in math remained at 0% in 2016-2017. The certification to teach English learners (CLAD, BCLAD, or SDAIE/SB1292) was maintained at 100%. English learner student mobility rates impacted instructional continuity

(strategic grouping using targeted instructional practices), program implementation (Designated and Integrated ELD), student learning of the ELD standards, and the ability to meet the criteria for reclassification.

In order to improve EL student English language proficiency, English learner students need continued access to designated and integrated ELD, ELD materials aligned to the new ELA/ELD standards, and differentiated instruction (scaffolding, Thinking Maps, small groups) by teachers with certification to instruct English learners. English learners who score at Minimally Developed on the ELPAC need access to newcomers instructional materials. The Alternative Education reclassification criteria will need to be changed to incorporate the performance level descriptors on the ELPAC (Minimally, Somewhat, Moderately, and Well Developed). Professional development and instructional practices will focus on integrated ELD and literacy skills in reading comprehension, academic writing, and speaking in all core content classes. MTSS collaborative meetings will focus on interventions for English learner students. Instruction in English language acquisition will be enhanced in designated ELD classes using the TELL. The Coordinator of Instructional Innovation and Support will provide workshops on Universal Design for Learning (UDL), differentiated instruction, and targeted in-class support/coaching to teachers. The reclassification and monitoring process will be continued in RCOE Alternative Education. Alternative Education will continue to require that all teachers possess certification to teach English learners (CLAD, BCLAD, or SDAIE/SB1292).

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CELDT through a contract with testing services ELPAC will be administered in the spring of 2018 (Priority 4, Actions 1, 2, 3)	In 2016-2017, the percent of EL students making annual progress in learning English as measured by growth on the CELDT was 37%. In 2016-2017, the percent of EL students attaining the English proficient level on the CELDT was 30%.	EL student growth on the CELDT will improve by 5%. ELPAC will be administered in the spring of 2018.	EL student growth on the ELPAC will improve by 5%.	EL student growth on the ELPAC will improve by 5%.

Test of English Language Learners (Pearson Education) on English Language Development (Priorities 2 & 8, Actions 1, 2, 3)

In 2016-2017, 21% of the EL students with matched scores increased a proficiency level between the pre-test and post-test on the Test of English Language Learners (TELL).

EL student growth on the TELL will improve by 5%.

EL student growth on the TELL will improve by 5%.

EL student growth on the TELL will improve by 5%.

EL Reclassification Rate (Priority 4, Actions 1, 2 3)

In 2016-2017, approximately 1% of EL students were reclassified.

EI reclassification will improve by 5%.

EI reclassification will improve by 5%.

EI reclassification will improve by 5%.

English Learner Students Meeting/Exceeding Smarter Balanced Assessments in ELA (Priority 4, Actions 1, 2, 3)

In 2015-2016, 4% met/exceeded Smarter Balanced Assessments in ELA. Scores for 2016-2017 have not been reported.

EL growth on Smarter Balanced Assessments in ELA will improve by 5%.

EL growth on Smarter Balanced Assessments in ELA will improve by 5%.

EL growth on Smarter Balanced Assessments in ELA will improve by 5%.

English Learner Students Meeting/Exceeding Smarter Balanced Assessments in Math (Priority 4, Actions 1, 2, 3)

In 2015-2016, zero met/exceeded Smarter Balanced Assessments in math. Scores for 2016-2017 have not been reported.

EL growth on Smarter Balanced Assessments in math will improve by 5%.

EL growth on Smarter Balanced Assessments in math will improve by 5%.

EL growth on Smarter Balanced Assessments in math will improve by 5%.

Teachers possess certification to teach English learners (CLAD, BCLAD, or SDAIE/SB1292) (Priority 1, Actions 1, 2, 3)

In 2016-2017, 100% of the teachers possessed certification to teach English learners.

Certification to teach English learners (CLAD, BCLAD, or SDAIE/SB1292) will be maintained at 100%.

Certification to teach English learners (CLAD, BCLAD, or SDAIE/SB1292) will be maintained at 100%.

Certification to teach English learners (CLAD, BCLAD, or SDAIE/SB1292) will be maintained at 100%.

Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Provide instruction in English language acquisition in designated ELD classes. Provide integrated ELD and literacy skills in reading comprehension, academic writing, and speaking in all core content classes.

Provide instruction in English language acquisition in designated ELD classes. Provide integrated ELD and literacy skills in reading comprehension, academic writing, and speaking in all core content classes. Implement the TELL. Purchase newcomer materials for beginning EL students.

Provide instruction in English language acquisition in designated ELD classes. Provide integrated ELD and literacy skills in reading comprehension, academic writing, and speaking in all core content classes. Implement the TELL. Purchase newcomer materials for beginning EL students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$7,040; \$17,803; \$10,000	\$10,261; \$10,000 Total: \$20,261	\$10,261; \$10,000
Source	1100; 4203; 0804	4203, 0804	4203, 0804
Budget Reference	4300; 4300; 4300	4300; 4300	4300; 4300

Action #2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

2017-18 Actions/Services

Implement universal design for learning (UDL), personalized learning, and instructional scaffolds (Thinking Maps, sentence starters, and response frames) with support from the Coordinator of Instructional Innovation and Support.

Select from New, Modified, or Unchanged for 2018-19

Modified

2018-19 Actions/Services

Implement universal design for learning (UDL), personalized learning, and instructional scaffolds (Thinking Maps, sentence starters, and response frames) with support from the Coordinator of Instructional Innovation and Support.

Select from New, Modified, or Unchanged for 2019-20

Modified

2019-20 Actions/Services

Implement universal design for learning (UDL), personalized learning, and instructional scaffolds (Thinking Maps, sentence starters, and response frames) with support from the Coordinator of Instructional Innovation and Support.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$48,846; \$48,846	\$95,248; \$51,288; \$5,000 Total: \$151,536	\$95,248; \$51,288; \$5,000
Source	3010; 3025	3010; 3025; 0804	3010; 3025; 0804
Budget Reference	1100/3000; 1100/3000	1100/3000; 4300	1100/3000; 4300

Action #3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Continue implementation of a systematic assessment, reclassification, and progress monitoring process for English learners. Analyze data on EL students to monitor progress and use the reclassification process to reclassify students.

Update the Alternative Education reclassification criteria to incorporate the performance level descriptors on the ELPAC (Minimally, Somewhat, Moderately, and Well Developed). Continue implementation of a systematic assessment, reclassification, and progress monitoring process for English

Continue implementation of a systematic assessment, reclassification, and progress monitoring process for English learners. Analyze data on EL students to monitor progress and use the reclassification process to reclassify students.

learners. Analyze data on EL students to monitor progress and use the reclassification process to reclassify students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$7,500; \$3,000; \$311; \$3,000	\$1,000; \$3,000 Total: \$4,000	\$1,000; \$3,000
Source	0804; 0804; 4203; 0804	0804; 0804	0804; 0804
Budget Reference	1130/3000; 4300; 4300; 5800	4300; 5892	4300; 5892

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified

Goal 4

Instruction for expelled students and youth on probation and services for foster youth will be coordinated with the school districts in Riverside County.

State and/or Local Priorities addressed by this goal:

State Priorities: 9, 10

Local Priorities: None

Identified Need:

The needs assessment was based on student data, survey results, the WASC accreditation process and visit, and input from parents, students, staff, and community members at LCAP Annual Update stakeholder meetings, School Site Councils, English Learners Advisory Committees, District English Learner Advisory Committees, Parent Advisory Committees, and meetings with the 23 school districts in Riverside County, community agencies/partners (Riverside County Probation, Riverside County Behavioral Health, Department of Public Social Services, Loma Linda University, RCC and Moreno Valley College, group home representatives). LCAP Goal 4 and actions were prioritized based on the student data, evidenced-based practices, and stakeholder input.

The Riverside County Office of Education will continue to implement the county-wide services for expelled students and youth on probation in the Community School, K-12 foster youth and group home youth, and to youth placed in the detention facilities. The local performance indicators for Priorities 9 and 10 were used for the needs assessment.

The three local performance indicators for the coordination of services for expelled students were reviewed and discussed at the RCOE CWA meetings. The local performance indicators for Priority 9 were rated on a five point scale (1 - Exploration and Research Phase; 2 - Beginning Development; 3 – Initial Implementation; 4 - Full Implementation; 5 - Full Implementation and Sustainability) measuring the implementation of the

following:

- Current comprehensive, coordinated Triennial Plan for Serving Expelled Students approved by the county board of education in place per California Education Code 48926. Plan includes identified gaps in services and how those gaps are being addressed. Alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.

- Transparent, well-articulated referral process to county office of education or other program options and menu of continuum of support services available to expelled students in the county have been distributed to all local LEAs.

- Memorandum of Understanding detailing the coordination of partial credit policies between district of residence and county office of education.

The first two local performance indicators for the coordination of services for expelled students were designated at full implementation and sustainability. The Triennial Plan for Serving Expelled Students has been implemented along with a transparent, well-articulated, referral process to county office of education programs. The student referral process to Community School has been established through contracts with school districts for three years. The partial credit MOU with all 23 school districts in Riverside County was rated at full implementation this year, due in part, to the changes in district administrators and their knowledge of the partial credit process. These will continue to be the focus for the 2017-2020 LCAP.

RCOE Foster Youth Services Coordinating Program (FYSCP) will provide services to K-12 foster youth and group home youth, and to youth placed in the detention facilities. The Foster Youth Advisory Committee emphasized three overarching goals for the Riverside County Foster Youth Services Coordinating Program grant application for 2018-2021:

- Increase foster youth graduation rates and college and career readiness, countywide.

- Facilitate the increase of trauma-informed practices with the 23 Riverside County school districts and county-operated programs.

- Work with school districts, child welfare, probation, and other partner agencies to increase communication and collaboration between all stakeholders.

RCOE FYSCP will work with the school districts, DPSS, and Riverside County Probation to implement the foster youth transportation MOU for the Every Student Succeeds Act (ESSA). The MOU is focused on maintaining foster youth in their school of origin. RCOE FYSCP will provide differentiated assistance to school districts to support their foster youth.

FYSCP will provide school districts with support, guidance, and training to ensure the needs of foster youth are met. Foster youth will receive assistance with high school graduation and transition to college, vocational, trade school, or into the armed services.

The local performance indicator for priority 10 was implemented for the needs assessment. The eight items on the local performance indicator assess the degree of implementation of a coordinated service program for foster youth in the county and were discussed and rated at one RCOE Foster Youth Service Advisory Board meeting. The ratings were averaged for each item on the local performance indicator. The average ranking on the five point scale for the eight program components was 3.24 at initial Implementation.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>Triennial Plan for serving Expelled Students (Priority 9, Action 1). Ratings are as follows:</p> <ol style="list-style-type: none"> 1. Exploration and Research Phase 2. Beginning Development 3. Initial Implementation 4. Full Implementation 5. Full Implementation and Sustainability 	<p>Rated as full implementation and sustainability.</p> <p>Second year of Triennial Plan (2015-2018) for serving Expelled Students in 2016-2017.</p>	<p>Maintain at full implementation and sustainability. Third year of Triennial Plan (2015-2018) for serving Expelled Students.</p>	<p>Maintain at full implementation and sustainability. First year of Triennial Plan (2019-2021) for serving Expelled Students.</p>	<p>Maintain at full implementation and sustainability. Second year of Triennial Plan (2019-2021) for serving Expelled Students.</p>

Student Referral process to Community School established through contract with school districts (Priority 9, Action 1). Ratings are as follows:

1. Exploration and Research Phase
2. Beginning Development
3. Initial Implementation
4. Full Implementation
5. Full Implementation and Sustainability

Rated as full implementation and sustainability.

Fourth year of Student Referral process for Serving Expelled Students in 2016-2017 through contract with school districts

Maintain at full implementation and sustainability. Continue Student Referral process established through contracts with school districts.

Maintain at full implementation and sustainability. Continue Student Referral process established through contracts with school districts.

Maintain at full implementation and sustainability. Continue Student Referral process established through contracts with school districts.

Partial Credit MOU with school districts (Priority 9, Action 1).

Ratings are as follows:

1. Exploration and Research Phase
2. Beginning Development
3. Initial Implementation
4. Full Implementation
5. Full Implementation and Sustainability

Rated as full implementation and sustainability.

First year of Partial Credit MOU with school districts in 2016-2017.

Maintain at full implementation and sustainability. Continue Partial Credit MOU with school districts.

Full implementation and sustainability. Continue Partial Credit MOU with school districts.

Maintain at full implementation and sustainability. Continue Partial Credit MOU with school districts.

Foster Youth Coordinated Service Program Component Survey (Priority 10, Action 3-7). Ratings are as follows:

1. Exploration and Research Phase
2. Beginning Development
3. Initial Implementation
4. Full Implementation
5. Full Implementation and Sustainability

The Foster Youth Coordination of Services Survey for the Local Performance Indicator was implemented. The average ranking on the five point scale for the eight program components was 3.71-initial implementation.

The average ranking on the five point scale for the eight program components will be 4.0-full implementation.

The average ranking on the five point scale for the eight program components will be 4.0-full implementation.

The average ranking on the five point scale for the eight program components will be 4.5-full implementation and sustainability.

Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

Specific Schools, Community School

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Provide classroom-based program and independent study program through the Community School for expelled elementary school students, middle school, and high school students, including parenting teens and Safe House, from school districts in Riverside County.

Provide classroom-based program and independent study program through the Community School for expelled elementary school students, middle school, and high school students, including parenting teens and Safe House, from school districts in Riverside County.

Provide classroom-based program and independent study program through the Community School for expelled elementary school students, middle school, and high school students, including parenting teens and Safe House, from school districts in Riverside County.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$3,150,026; \$1,893,041; \$49,496; \$75,000; \$85,465; \$318,773; \$10,500	\$225,693; \$159,944; \$546,880; \$705,236; \$433,297; \$1,827,631; \$124,425; \$397,654; \$18,000; \$52,629 \$16,400; \$83,026; \$342,710; \$4,500 Total: \$5,007,054	\$225,693; \$159,944; \$546,880; \$705,236; \$433,297; \$1,827,631; \$124,425; \$397,654; \$18,000; \$52,629 \$16,400; \$83,026; \$342,710; \$4,500
Source	0804; 0804; 3310; 0804; 0804; 0804/5310; 0804	0804; 0804; 0804; 0804; 0804; 0804; 0804, 0804, 0804; 0804; 0804; 0804; 0804; 0804	0804; 0804; 0804; 0804; 0804; 0804; 0804, 0804, 0804; 0804; 0804; 0804; 0804; 0804
Budget Reference	1000/3000; 2000/3000; 1000/3000; 4300; 5800; 5892; 5210	1305/3000; 2401/3000; 2100/3000; 1304/3000; 2402/3000; 1100/3000; 2206/3000; 1130/1160; 2420/2430; 4300; 5200; 5210/5640; 5881/5892; 5610	1305/3000; 2401/3000; 2100/3000; 1304/3000; 2402/3000; 1100/3000; 2206/3000; 1130/1160; 2420/2430; 4300; 5200; 5210/5640; 5881/5892; 5610

Action #2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

N/A

Location(s)

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

Specific Schools, Court School

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Implement the educational program and interventions in the Court School.

Implement the educational program and interventions in the Court School.

Implement the educational program and interventions in the Court School.

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

\$1,984,242; \$706,173; \$49,496; \$75,000; \$49,165; \$10,500

\$225,292; \$96,486; \$310,641; \$139,337; \$993,947; \$52,629; \$16,400
Total: \$1,834,732

\$225,292; \$96,486; \$310,641; \$139,337; \$993,947; \$52,629; \$16,400

Source	0804; 0804; 3310; 0804; 0804; 0804	0804; 0804; 0804; 0804; 0804; 0804; 0804	0804; 0804; 0804; 0804; 0804; 0804; 0804
Budget Reference	1000/3000; 2000/3000; 1000/3000; 4300; 5800; 5210	1305/3000; 2401/3000; 1304/3000; 2401/3000; 1100/3000; 4300; 5800	1305/3000; 2401/3000; 1304/3000; 2401/3000; 1100/3000; 4300; 5800

Action #3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

Specific Student Groups, Foster Youth

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

Coordinate Foster Youth Services for Riverside County.

Modified

2018-19 Actions/Services

Coordinate Foster Youth Services for Riverside County. Riverside County is committed to increasing school stability and works closely with child welfare in multiple collaborative case planning and strategic planning meetings. Data pulled from CWS/CMS tracks the school changes during the school year. The Foster Youth Services Coordinating Program (FYSCP) is co-located with child welfare (DPSS), participates in meetings where school and home placement is addressed in addition to supporting Riverside County Foster Youth District Liaisons (FYDLs) when there is a potential placement change. FYSCP continues to partner with child welfare to address school mobility and school stability for foster youth. FYSCP facilitates at least four quarterly meetings that include the Riverside County Foster Youth District Liaisons. The meetings address the coordination of services which includes discussion on enrollment and support of foster youth, expeditious transfer of educational records and the process for

Modified

2019-20 Actions/Services

Coordinate Foster Youth Services for Riverside County. Riverside County is committed to increasing school stability and works closely with child welfare in multiple collaborative case planning and strategic planning meetings. Data pulled from CWS/CMS tracks the school changes during the school year. The Foster Youth Services Coordinating Program (FYSCP) is co-located with child welfare (DPSS), participates in meetings where school and home placement is addressed in addition to supporting Riverside County Foster Youth District Liaisons (FYDLs) when there is a potential placement change. FYSCP continues to partner with child welfare to address school mobility and school stability for foster youth. FYSCP facilitates at least four quarterly meetings that include the Riverside County Foster Youth District Liaisons. The meetings address the coordination of services which includes discussion on enrollment and support of foster youth, expeditious transfer of educational records and the process for

updating the Health and Education Passport. The FYSCP coordinator also attends monthly Child Welfare and Attendance meetings and provides updates and information related to the welfare and education of foster youth to the district foster youth liaisons and directors of Child Welfare and Attendance. RCOE FYSCP will work with the school districts, DPSS, and Riverside County Probation to implement the foster youth transportation MOU for the Every Student Succeeds Act (ESSA). The MOU is focused on maintaining foster youth in their school of origin.

updating the Health and Education Passport. The FYSCP coordinator also attends monthly Child Welfare and Attendance meetings and provides updates and information related to the welfare and education of foster youth to the district foster youth liaisons and directors of Child Welfare and Attendance. RCOE FYSCP will work with the school districts, DPSS, and Riverside County Probation to implement the foster youth transportation MOU for the Every Student Succeeds Act (ESSA). The MOU is focused on maintaining foster youth in their school of origin.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$62,268; \$299,435; \$212,262; \$58,694; \$493; \$137,342	\$311,398; \$267,718; \$16,663; \$128,900 Total: \$724,679	\$311,398; \$267,718; \$16,663; \$128,900
Source	3010; 7366; 7366; 7366; 7366; 7366	7366; 7366; 7366; 7366	7366; 7366; 7366; 7366
Budget Reference	1301; 1301/1308/2309; 2000; 4300; 4400; 5100/5892	1305/3000; 2000/3000; 4300; 5800	1305/3000; 2000/3000; 4300; 5800

Action #4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Specific Student Groups, Foster Youth

Location(s)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

2017-18 Actions/Services

Continue to provide the Strategic Tutoring program to improve students' academic performance, self-esteem and confidence. Provide each foster youth with 36-72 hours of tutoring services.

Select from New, Modified, or Unchanged for 2018-19

Modified

2018-19 Actions/Services

In order to increase foster youth graduation rates and college and career readiness, continue to provide the Strategic Tutoring program to improve students' academic performance, self-esteem and confidence in

Select from New, Modified, or Unchanged for 2019-20

Modified

2019-20 Actions/Services

.In order to increase foster youth graduation rates and college and career readiness, continue to provide the Strategic Tutoring program to improve students' academic performance, self-esteem and confidence in

school districts that have signed the direct service waiver. Provide each foster youth with 36-72 hours of tutoring services.

school districts that have signed the direct service waiver. Provide each foster youth with 36-72 hours of tutoring services.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$263,204	\$233,260 Total: \$233,260	\$233,260
Source	7366	7366	7366
Budget Reference	5100/5892	5100/5892	5100/5892

Action #5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

Specific Student Groups, Foster Youth

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Continue to provide three Educational Liaisons in collaboration with the Riverside County Department of Public Social Services (DPSS).

In order to increase foster youth graduation rates and college and career readiness, continue to provide three educational liaisons and one school counselor through a partnership with the Riverside County Department of Public Social Services (DPSS). The liaisons and school counselor will provide educational support, services and case management for eligible foster youth in Riverside County, and will provide trainings and support for caregivers, and staff within DPSS, behavioral health, partner agencies and the 23 school districts.

In order to increase foster youth graduation rates and college and career readiness, continue to provide three educational liaisons and one school counselor through a partnership with the Riverside County Department of Public Social Services (DPSS). The liaisons and school counselor will provide educational support, services and case management for eligible foster youth in Riverside County, and will provide trainings and support for caregivers, and staff within DPSS, behavioral health, partner agencies and the 23 school districts.

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount	\$341,940;	\$384,869 Total: \$384,869	\$384,869
Source	7366	7366	7366
Budget Reference	1909/3000	1909/3000	1909/3000

Action #6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

Specific Student Groups, Foster Youth

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

2017-18 Actions/Services

Continue offering transition support services such as Step Up (formerly WhyTry), College Entrance Camps, and mentoring programs to Riverside County foster and group home youth to help youth develop personal growth and character.

Select from New, Modified, or Unchanged for 2018-19

Modified

2018-19 Actions/Services

In order to increase foster youth graduation rates and college and career readiness, continue offering transition support services such as Step Up (formerly WhyTry), College Entrance Camps, and mentoring programs to Riverside County foster and group home youth to help youth develop personal growth and character.

Select from New, Modified, or Unchanged for 2019-20

Modified

2019-20 Actions/Services

In order to increase foster youth graduation rates and college and career readiness, continue offering transition support services such as Step Up (formerly WhyTry), College Entrance Camps, and mentoring programs to Riverside County foster and group home youth to help youth develop personal growth and character.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$158,300	\$100,000 Total: \$100,000	\$100,000
Source	7366	7366	7366
Budget Reference	5800	5892	5892

Action #7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Specific Student Groups, Foster Youth

Location(s)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

2017-18 Actions/Services

Not Applicable.

Select from New, Modified, or Unchanged for 2018-19

New

2018-19 Actions/Services

Facilitate trainings on trauma-informed practices with the 23 Riverside County school districts and county-operated programs.

Select from New, Modified, or Unchanged for 2019-20

Modified

2019-20 Actions/Services

Facilitate trainings on trauma-informed practices with the 23 Riverside County school districts and county-operated programs.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Not Applicable.	\$1,000 Total: \$1,000	\$1,000
Source	Not Applicable.	7366	7366
Budget Reference	Not Applicable.	4300	4300

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

\$ 2,466,685

Percentage to Increase or Improve Services

3.88%

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

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

Using the required LCFF calculation, the estimated supplemental and concentration grant funding is \$2,466,685 for 2017-2018, which is based on 93.8% of unduplicated pupils (low income, English learners, and foster youth), and therefore expenditures will be on an LEA-wide basis, across Alternative Education programs to benefit all students. Services are also identified in the LCAP toward meeting RCOE's goals/actions for student groups and are increased and improved by more than 3.88% for unduplicated pupils (Goal 1-Action 7 and 9; Goal 2-Actions 2, 5, and 6; Goal 3-Actions 1 and 3; Goal 4-Actions 1-2) as compared to the services provided to all pupils.

Low income students, English learners, and foster youth need differentiated instruction, targeted interventions, and extended learning time to improve academic achievement. LEA-wide services that are principally directed to and effective in meeting the goals for low income students, English learners, and foster youth include teacher data teams/MTSS collaborative groups and extended learning time encompassing double block support classes for intervention, Plato credit recovery, and increased learning time in the summer along with college readiness transition activities (Priority 4-Pupil

Achievement on Statewide Assessments, Priority 5-High School Graduation Rates, Priority 7-Access to a Broad Course of Study, Priority 8-Local Tests for Pupil Outcomes in ELA and Math, Priority 9-Coordinated Instruction for Expelled Students). In order for students to receive targeted instruction, teachers need time every month during Wednesday PLCs to collaborate and analyze results from Renaissance Learning and RCOE short-cycle assessments that lead to the development of lessons with differentiated instructional strategies and support from instructional assistants (Goal 1-Actions 7 and 9). In addition, students need extended learning time in ELA and math in order to acquire the skills that are necessary to be successful in their core classes. Extended learning time includes double block classes, individualized support/small group instruction from instructional assistants, tutoring, and increased learning time in the summer (Goal 1-Actions 7 and 9).

Low income students, English learners, and foster youth in the Community School and Court School need instructional programs that address academic challenges/gaps in learning, behavior, and social-emotional support. In addition, students need instructional programs that are aligned to their districts of residence and support systems to enhance their transitions between schools. LEA-wide services that are principally directed to and effective in meeting the goals for low income students, English learners, and foster youth include programs to improve attendance (Goal 2, Action 2) and support systems through the CDT for reducing delinquent incidents and substance abuse (Goal 2, Action 5). Students who have been expelled or who are on probation need instructional programs that are aligned to their districts of residence and support systems to enhance their transitions between schools (Goal 4, Actions 1 and 2). The Coordinator of Student Transitions supports students during their educational program placement process and tracks student movement, records exchanges, enrollment, and community re-entry (Goal 2, Action 6).

English learners need qualified teachers, ELD, and programs to support the acquisition of the English language in order to successfully engage in learning and to improve academic achievement (Priority 1-Basic Services/Teacher Credentials, Priority 2-Implementation of ELD Standards, Priority 4-EL Progress toward English Proficiency, Priority 7-Course Access). LEA-wide services for English learners include implementation of the new ELD standards and designated and integrated ELD time and curriculum (Goal 3, Action 1). English learners need instruction in English language acquisition and literacy skills in reading comprehension, academic writing, and speaking in all core content classes (Goal 3, Action 1). In order for English learners to receive targeted instruction, teachers need time every month during Wednesday PLCs to collaborate and analyze results from the TELL (pre-/post-test results and exit criteria for English learner students), CELDT (later ELPAC), Renaissance Learning, and RCOE short-cycle assessments.

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

1,354,999

2.60%

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

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

Alternative Education's estimated supplemental and concentration grant funding is \$1,354,999 for 2018-2019, which is based on 95% of unduplicated pupils (low income, English learners, and foster youth), and therefore, expenditures will be on an LEA-wide basis, across Alternative Education programs to benefit all students. Services in the LCAP are increased or improved for unduplicated pupils. Supplemental and concentration grant funds support district-wide and/or school-wide actions and services that are principally directed to and effective in addressing the identified needs of low income students, English learners, and foster youth. Low-income students, English learners, and foster youth in the Community School and Court School need instructional programs that prepare them for college and careers in tandem with programs that address academic challenges/gaps in learning, behavior, and social-emotional support (Goal 1, Actions 2, 3, 7, 8, 9, and 11; Goal 2, Actions 5, 6, and 7; Goal 3, Actions 1, 2 and 3). Concomitantly, students need instructional programs that are aligned to their districts of residence and support systems to enhance their transitions between schools (Goal 4, Actions 1 and 2).

LEA-wide services under Goal 1 that are principally directed to and effective in meeting the needs for low income students, English learners, and foster youth include enhanced technology tools for learning (Action 2), opportunities for internships and job shadowing (Action 3), classes and programs to enhance college and career readiness (Action 6 and 7, and 8), formative assessment processes for differentiated instruction/universal design for learning (Action 9), and options for high school equivalency completion (Action 11). Students utilize technology for reading and math intervention and access online resources to support their digital literacy skills. Internships, CTE classes, and college transition activities prepare students for post-secondary education and the workforce. AVID provides students with strategies (writing, inquiry, collaboration, organization, reading) to be successful in their core academic classes and support from AVID tutorials. Students engage in college entrance exams and college transition activities in order to prepare for post-secondary education. In order for students to receive targeted instruction, teachers need time every month during Wednesday PLCs to collaborate and analyze results from RCOE short-cycle assessments that lead to the development of lessons with the tenets of Universal Design for Learning (UDL) and support from instructional assistants. In addition, students need extended learning time in ELA and math in order to acquire the skills that are necessary to be successful in their core classes. Extended learning time includes double block classes and individualized support/small group instruction from instructional assistants.

LEA-wide services under Goal 2 that are principally directed to and effective in meeting the needs for low income students, English learners, and foster youth include programs to improve attendance (Action 5), behavior (Action 5), school transitions (Action 6), and engagement in school (Action 5, 6, 7). The Community Diversion Team (CDT) provides support to reduce delinquent incidents and substance abuse. The Coordinator of Student Transitions supports students during their educational program placement process and tracks student movement, records exchanges, enrollment, and community re-entry. Intramural sports programs motivate students to attend school. Students who have been expelled or who are on probation need instructional programs that are aligned to their districts of residence and support systems to enhance their transitions between schools (Goal 4, Action 1 and 2).

LEA-wide services under Goal 3 that are principally directed to and effective in meeting the needs for English learners include support in reading comprehension, academic writing, speaking, and listening in all content areas (Action 1), instructional differentiation and scaffolding (Action 2), and progress monitoring (Action 3). English learners need qualified teachers, ELD, and programs to support the acquisition of the English language in order to successfully engage in learning and to improve academic achievement. LEA-wide services for English learners include implementation of the ELD standards and designated and integrated ELD time and curriculum. English learners need instruction in English language acquisition and literacy skills in reading comprehension, academic writing, and speaking in all core content classes. In order for English learners to receive targeted instruction, teachers need time every month during Wednesday PLCs to collaborate and analyze results from the TELL (pre-/post-test results and exit criteria for English learner students), ELPAC, and RCOE short-cycle assessments.