LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Riverside County Office of Education
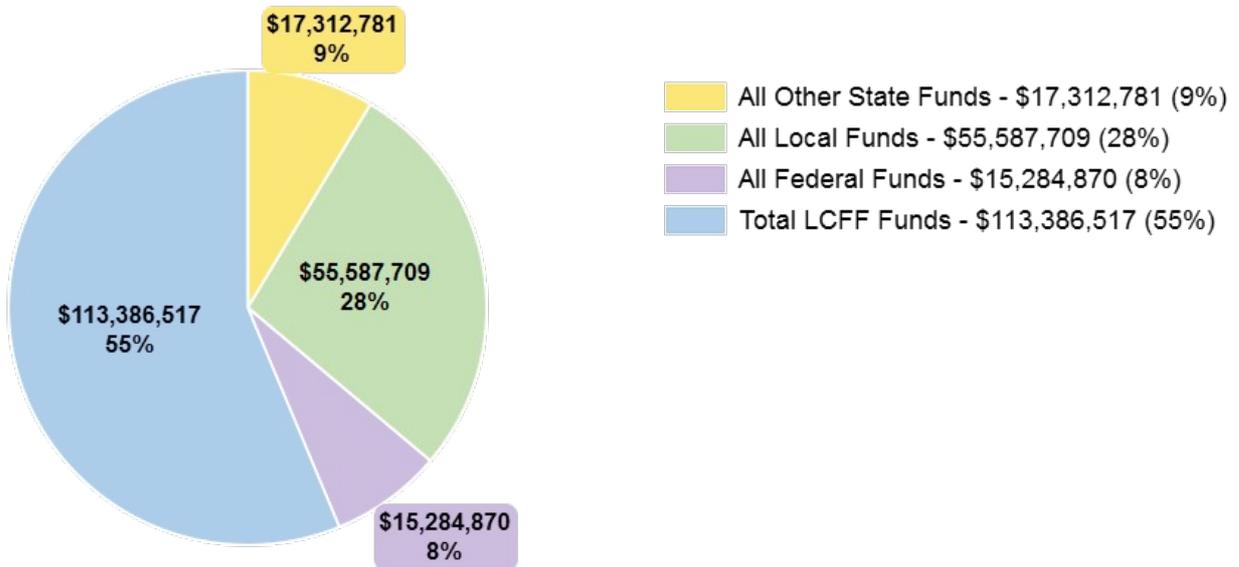CDS Code: 33103300000000
Local Control and Accountability Plan (LCAP) Year: 2019-20
LEA Contact Information: Charles Fischer, Ed.D. | cfischer@rcoe.us | 951-826-6464

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2019-20 LCAP Year

Projected Revenue by Fund Source

All Other State Funds - $17,312,781 (9%)
All Local Funds - $55,587,709 (28%)
All Federal Funds - $15,284,870 (8%)
Total LCFF Funds - $113,386,517 (55%)

| Source	Funds	Percentage
All Other State Funds	$17,312,781	9%
All Local Funds	$55,587,709	28%
All Federal Funds	$15,284,870	8%
Total LCFF Funds	$113,386,517	55%

Breakdown of Total LCFF Funds

$1,818,157
1%

LCFF Supplemental & Concentration Grants - $1,818,157 (1%)

All Other LCFF Funds - $111,568,360 (54%)
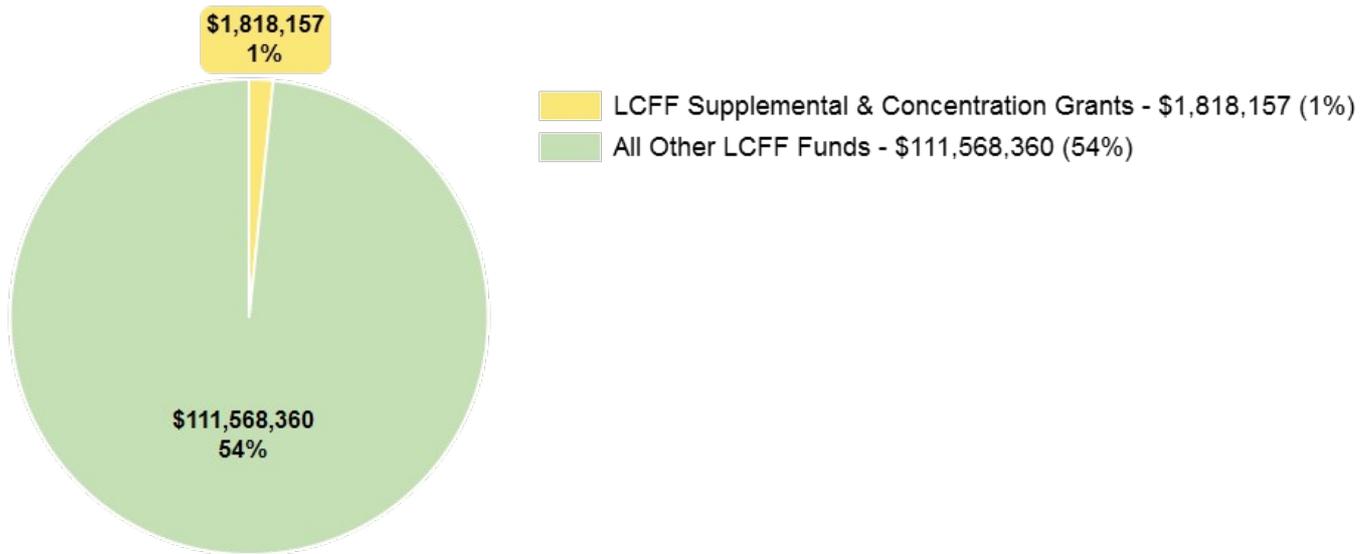
$111,568,360
54%

Source	Funds	Percentage
LCFF Supplemental & Concentration Grants	$1,818,157	1%
All Other LCFF Funds	$111,568,360	54%

These charts show the total general purpose revenue Riverside County Office of Education expects to receive in the coming year from all sources.

The total revenue projected for Riverside County Office of Education is $201,571,877, of which $113,386,517 is Local Control Funding Formula (LCFF), $17,312,781 is other state funds, $55,587,709 is local funds, and $15,284,870 is federal funds. Of the $113,386,517 in LCFF Funds, $1,818,157 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

Budgeted Expenditures
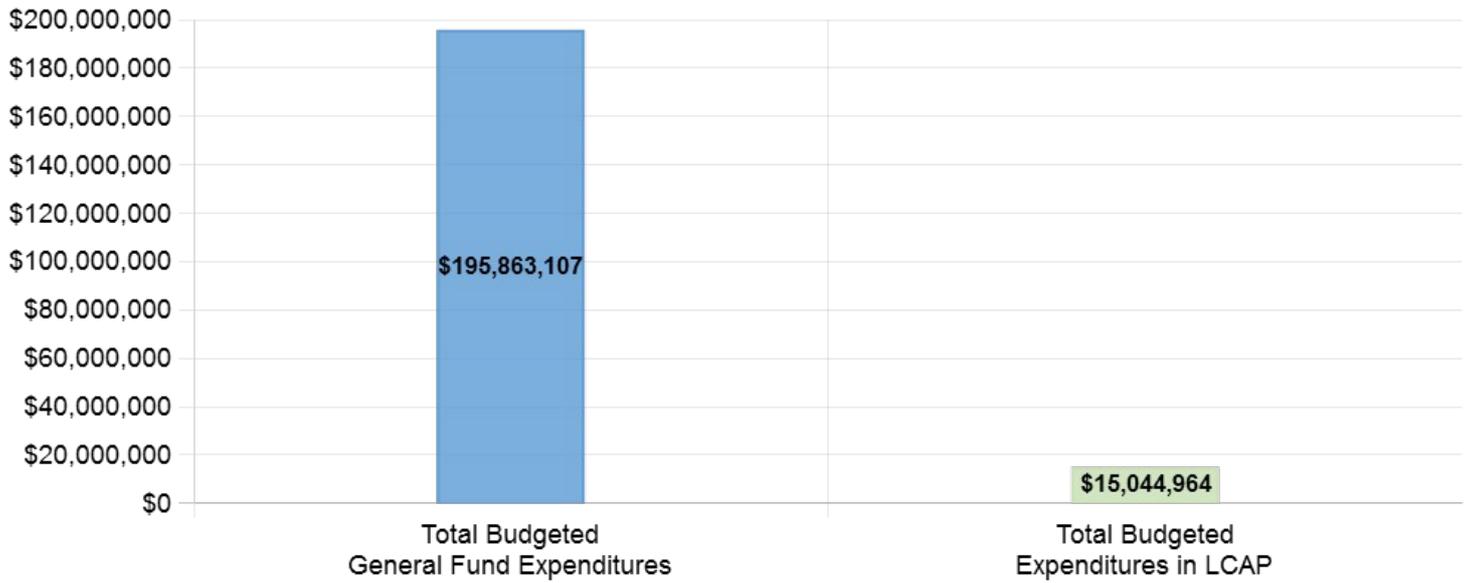
Source	Funds
Total Budgeted General Fund Expenditures	$195,863,107
Total Budgeted Expenditures in LCAP	$15,044,964

This chart provides a quick summary of how much Riverside County Office of Education plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Riverside County Office of Education plans to spend $195,863,107 for the 2019-20 school year. Of that amount, $15,044,964 is tied to actions/services in the LCAP and $180,818,143 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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 pa

Increase or Improved Services for High Needs Students in 2019-20

In 2019-20, Riverside County Office of Education is projecting it will receive $1,818,157 based on the enrollment of foster youth, English learner, and low-income students. Riverside County Office of Education must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP Riverside County Office of Education plans to spend $1,818,157 on actions to meet this requirement.

Update on Increased or Improved Services for High Needs Students in 2018-19

Current Year Expenditures: Increased or Improved Services for High Needs Students
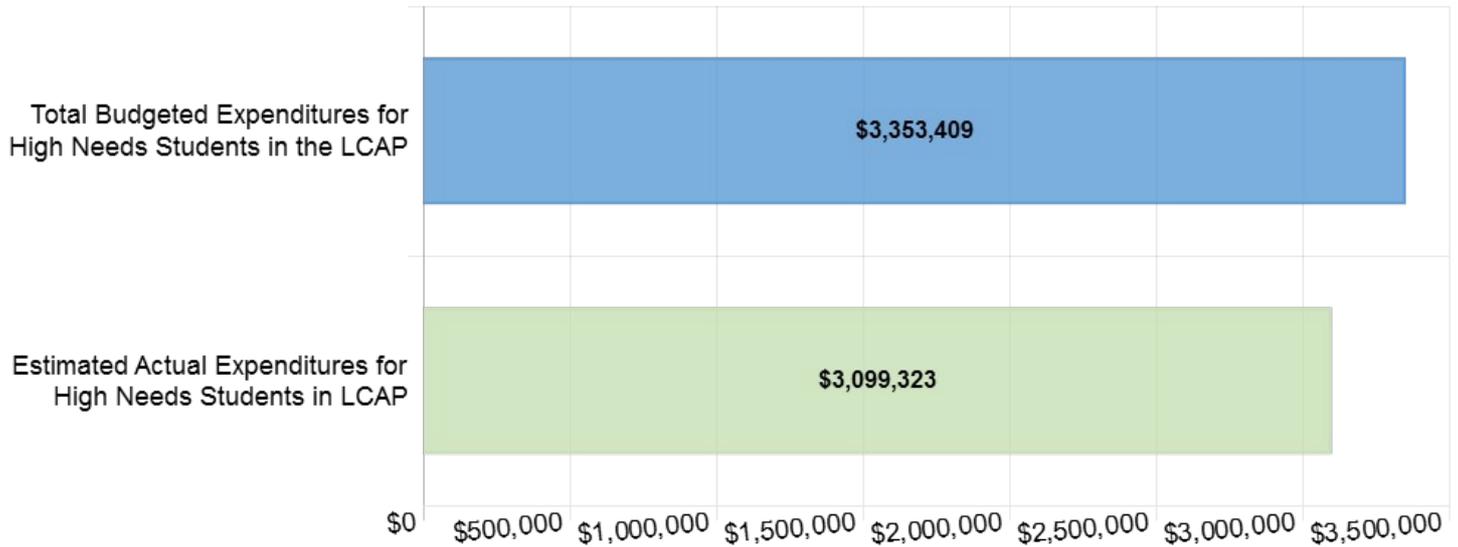
Source	Funds
Total Budgeted Expenditures for High Needs Students in the LCAP	$3,353,409
Estimated Actual Expenditures for High Needs Students in LCAP	$3,099,323

This chart compares what Riverside County Office of Education budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Riverside County Office of Education estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, Riverside County Office of Education's LCAP budgeted $3,353,409 for planned actions to increase or improve services for high needs students. Riverside County Office of Education estimates that it will actually spend $3,099,323 for actions to increase or improve services for high needs students in 2018-19. The difference between the budgeted and actual expenditures of $254,086 had the following impact on Riverside County Office of Education's ability to increase or improve services for high needs students:

The difference in the initial 2018-2019 budget projection and the actual expenditures was due to delayed hiring of one Instructional Specialist, the Coordinator of Instructional Innovation and Support, and the School Social Worker, which impacted services for high needs students in the areas of support for school attendance, differentiated instruction in ELA and math, and comprehensive implementation of universal design for learning.

Local Control Accountability Plan and Annual Update (LCAP) Template

LCAP Year: 2019-20

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	Contact Name and Title	Email and Phone
Riverside County Office of Education	Charles Fischer, Ed.D.	cfischer@rcoe.us
	Executive Director, Alternative Education	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. The Community School and Court School received six-year terms of WASC accreditation during the visits in 2017-2018.

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. 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 provides 180-days of instruction and includes the classroom-based program for expelled/ district referred students, independent study, and the program for parenting teens. 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. Alternative Education currently serves eight classrooms across four probation facilities. The three distinct populations in the Court School include students in detention (short enrollment spans which typically can range from one day to 30 days for students with pending court proceedings), students enrolled in Youth Treatment and Education for treatment (enrolled six months to a year with a commitment order from the court with focus on therapy), and students in security (longer enrollments due to the nature of their offense and ongoing court proceedings).Placement in the juvenile hall creates social-emotional adjustments for students. 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, group home youth, and to youth placed in the detention facilities. Foster youth receive assistance with high school graduation and transition to college and careers. The coordination of services includes working with the 23 school districts in Riverside County and the Department of Social Services 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 three years.

Student enrollment totaled 430 students in RCOE Alternative Education programs in 2018-2019 (compared to 426 in 2017-2018, 481 in 2016-2017, and 631 in 2015-2016) with 307 students in the Community School and 123 students in the Court School. The significant student groups in Alternative Education by ethnicity include 66% Hispanic, 17% African-American, and 13% white. The significant student groups in Alternative Education by program include 93% socio-economically disadvantaged, 21% English learners, 9% foster youth, and 22% students with disabilities. Student enrollment by gender is 76% male and 24% female.

Student enrollment is highly mobile in Alternative Education. Student expulsion orders for Community School enrollment are typically for one semester (approximately 80% of students are enrolled for one semester in the Community School and approximately 20% are enrolled for two semesters). Less than 10% 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 22 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.

Alternative Education is strengthening system alignment and articulation with colleges by implementing four Career Technical Education pathways. The pathways include Networking for the Information and Communication Technologies Industry Sector, Welding and Materials Joining pathway as a part of the Manufacturing and Product Development Industry Sector, Food Service and Hospitality pathway for the Hospitality, Tourism, and Recreation Industry Sector, and the Residential and Commercial Construction pathway for the Building and Construction Trades Industry Sector.

Alternative Education is partnering with the University of California, Riverside-Extension Center, to implement dual enrollment courses in the Networking pathway for the Professional Certificate for Computer Technician. The dual enrollment courses (four courses with 140 total hours of instruction and 14 units of college coursework) in the Networking pathway include Maintaining and Supporting Computers (Introductory), Networking (Concentrator), Security+ Certification Training (Capstone), and IT Help Desk Operations and Support (Capstone). Students who successfully complete the courses will earn college credit from UCR. Students who pass the CompTIA® exams will earn industry-recognized certifications (CompTIA® A+ certification, CompTIA® Network+ certificate, CompTIA® Security+ certificate). The dual enrollment courses are offered at ARLC and through online learning at all Community School sites and AMC YTEC.

Alternative Education is increasing opportunities for students to gain access to internships and expand industry and labor partnerships through the Welding and Materials Joining pathway at Betty Gibbel Regional Learning Center in San Jacinto, David L. Long Regional Learning Center in Murrieta, and at Val Verde Regional Learning Center in Val Verde. RCOE Alternative Education is working with the Constitutional Rights Foundation and Cryoquip Cryogenics to implement internships in welding for students who complete the pathway. Cryoquip is an international private company located in Murrieta next door to the David L. Long Regional Learning Center campus. Expanding partnerships and industry certifications will also be accomplished through the Residential and Commercial Construction pathway at Betty Gibbel Regional Learning Center in San Jacinto. Students engage in work-based learning through the Food Service and Hospitality pathway at Don F. Kenny Regional Learning Center in Indio and Palm Springs Community School and earn food handler certifications and skills that provide options for entry-level jobs. Additional programs to provide internships for students include a Workforce Readiness Certificate program using CASAS assessment, WorkAbility for students with disabilities, and job training and placement services by the Department of Rehabilitation (DOR) for students ages 16-21 with an IEP or 504 plan.

The Advancement Via Individual Determination (AVID) program is continuing with a focus on students in grades 7-9. In 2018-2019, Betty Gibbel RLC was recognized as an AVID showcase school.

Multi-tiered Systems of Support for Students are a central focus in 2019-2020. The Alternative Education local dashboard along with individual student dashboards monitor student outcomes in real time. School-site data teams meet every month to analyze student attendance, behavior, and evidence of student learning from assessments in order to differentiate instruction and implement classroom interventions to address gaps in learning. The Alternative Education professional learning matrix is focused on ELA and math instruction, Universal Design for Learning/differentiated instruction, and social-emotional learning.

Programs and services to connect students to school in positive and safe learning environments include academic counseling, behavioral/mental health counseling, intervention/mentoring services, and

assistance with transitions between schools. Alternative Education partners with Transitional Age Youth centers (TAY), Project BRIDGE, and the Department of Rehabilitation (DOR) to meet student needs. Programs to provide parents with support for their students include College Success, Nurturing Parenting classes, and the Parent Engagement Leadership Initiative workshops.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, 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

The Alternative Education Community School and Court School met the standards on the local performance indicators for Basics-Teachers, Instructional Materials, and Facilities (Priority 1), Implementation of Academic Standards (Priority 2), Parent Engagement (Priority 3), Local Climate Survey (Priority 6), Access to a Broad Course of Study (Priority 7), Coordination of Services for Expelled Students (Priority 9), and Coordination of Services for Foster Youth (Priority 10).

Although the graduation rate was red on the California Dashboard, the Community School one-year graduation rate increased from 42% in 2016-2017 to 62.5% in 2017-2018, which was a growth of 20.5%. The Court School one-year graduation rate increased from 45.4 % in 2016-2017 45.4% to 59.3% 2017-2018, which was a growth of 13.9%. Alternative Education will continue to implement grade classification by credit upon enrollment (which was initiated in July 2018) to provide 12th grade students with a timeline for graduation and to accurately define the students who are included in the cohort for the one year graduation rate. In addition, staff will use the Alternative Education local dashboard (which was initiated in the fall of 2018) and the individual student dashboards (which were initiated in 2017-2018) to closely monitor credit completion for graduation.

Although the College and Career Readiness Indicator (CCI) increased by 7.5% and was orange on the California Dashboard for the Community School, progress continued on providing students with programs to prepare students for college and careers. The CCI was red on the dashboard for the Court School. Alternative Education will continue to implement dual enrollment courses with the University of California, Riverside, WorkAbility, and a workforce readiness certificate program (which were implemented in 2018-2019) along with UC a-g courses, four CTE pathways, and AVID.

Referring to the California School Dashboard, 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

The Community School's performance on the California Dashboard/Dashboard Alternative School Status (DASS) was coded as red for graduation rate, suspension rate, and chronic absenteeism. The Community School socio-economically disadvantaged student group was coded as red for the graduation rate, chronic absenteeism, and suspension rate. The Community School's performance on the Dashboard Alternative School Status (DASS for the California Dashboard) was coded as orange for the College/Career Indicator (CCI), English language arts (ELA) on the CAASPP, and math on the CAASPP. The Court School's performance on the California Dashboard was coded as red in graduation rate, CCI, and suspension rate. No color was coded for academic achievement in ELA, and math and chronic absenteeism because there was not a significant number of students in the cohort. The Court School socio-economically disadvantaged student group was coded as red for the graduation rate, CCI, and suspension rate. The Court School Hispanic student group was red in graduation rate and CCI.

In order to increase the graduation rate for all students, including socioeconomically disadvantaged students and Hispanic students, Alternative Education staff will continue to implement grade classification by credit upon enrollment to provide 12th grade students with a timeline for graduation and to accurately define the students who are included in the cohort for the one year graduation rate. In addition, staff will use the Alternative Education local dashboard and the individual student dashboards to closely monitor credit completion and graduation status for targeted re-alignment of resources to support student pathways to success.

In order to improve the CCI, Alternative Education staff will expand dual enrollment courses with the University of California, Riverside, WorkAbility, and a workforce readiness certificate program and continue with UC a-g courses, four CTE pathways, and AVID. Dual enrollment courses will be open to all students in the Court School through online platforms to support Court School student access to college classes.

Although the academic achievement in ELA and math for the Community School were orange on the California Dashboard, performance on the CAASPP in ELA and math improved compared to the prior year and students in the Community School improved on the local Accucess assessments. In order to improve student learning and achievement, Alternative Education staff will continue administration of formative assessments that include Accucess pre-/post-tests, quarterly short-cycle assessments, and the Interim Assessment Blocks (IABs), implement differentiated instruction/universal design for learning based on MTSS analysis of student needs, and provide math tutoring and intervention classes.

In order to address chronic absenteeism for middle school students in the Community School, the implementation of incentives to improve attendance, bus passes, and home visits will be enhanced and supported by the new school social worker and school counselor.

The student suspension rate was significantly reduced in the Community School and Court School in 2018-2019 as compared to the prior year due to a mindset shift in discipline practices, site staff re-alignment, the use of other means of correction (counseling, mentoring), the implementation of PBIS with fidelity with extensive incentives to improve behavior, and in-class support from the Instructional Specialist for behavior intervention through Boys Town strategies.

Referring to the California School Dashboard, 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 performance of Community School socio-economically disadvantaged students was red on the California Dashboard-DASS in academic achievement in ELA, graduation rate, chronic absenteeism, and suspension rates. The performance of Community School Hispanic students was red on the California Dashboard-DASS in chronic absenteeism and suspension rate. The performance of Court School socio-economically disadvantaged students was red on the California Dashboard-DASS in the graduation rate, college/career, and suspension rate. The performance of Court School Hispanic students was red on the California Dashboard-DASS the graduation rate and college/career indicator. The Community School English learner student group distance from standard on the CAASPP in ELA declined by 7.6 points. The Community School English learner student group distance from standard on the CAASPP in math increased by 16.4 points in 2017-2018.

In order to address the performance gaps, Alternative Education will focus professional development on universal design for learning (UDL), MTSS, and math instruction in order to differentiate instruction for students in ELA and math and for English learners and students with disabilities. Further, the AVID program will focus on students in grades 7-9 to support middle school to high school transitions. In addition, the lesson planning and intervention components of the Multi-Tiered System of Support (MTSS) process will be given more time. Intervention formats will be restructured through flexible interventions facilitated by instructional assistants and AVID tutors for students in ELA and math along with different tutoring formats (in person and online) to support student learning in mathematics. Teachers will be supported by with strategies to address the academic and behavioral needs of the students. In-class support for teachers will be provided by the two instructional specialists and Coordinator of Instructional Innovation and Support on the strategies learned during SILK and PLCs.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

The Community School and Court School were identified for Comprehensive Support and Improvement (CSI) based on the California School Dashboard (Dashboard) high school graduation rate of less than 67 percent averaged over two years and all red and orange indicators.

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

The RCOE Alternative Education central office started the data analysis and implementation of actions to address identified areas of need for the Community School and Court School in the spring and summer of 2018, prior to the release of the California Dashboard results. Actions to address the graduation rate, CCI, academic achievement in ELA and math, attendance rate, and suspension rate were first implemented in August 2018.

RCOE Alternative Education's 2018-2019 Every Student Succeeds Act Comprehensive Support and Improvement Local Educational Agency application for funding was approved in February 2019. RCOE Alternative Education received $332,422 ($70,000 for LEA, $131,211 for the Community School and $131,211 for the Court School) from the ESSA CSI grant. Riverside County Community School and Riverside County Court School utilize the LCAP and school planning process to develop a plan for continuous analysis, evaluation, and improvement. Stakeholder reflection tools and data analysis serve to identify needs and construct goals in a way that is in alignment with the LCAP process. The Community School and Court School also utilized the California Department of Education revised School Plan for Student Achievement (SPSA) to meet the CSI requirements.

Alternative Education created a school dashboard from data reporting in Aeries in July 2018 to monitor DASS cohorts in the Community School and Court School. During the 2018-2019 school year, the Alternative Education Leadership Team monitored the cohort each month as it formed, by student group, down to the individual student. Data were current from the student information system and was the driving element of improvement science and MTSS leadership. Student data dashboards enabled administrators, principals, teachers, and instructional assistants to monitor attendance, academics, and behavior in real time. MTSS collaborative groups of faculty and staff met during Wednesday PLCs during the 2018-2019 school year to analyze student data on attendance, academics, and behavior. MTSS collaborative groups analyzed student attendance, behavior, and evidence of student learning from assessments (short-cycle, curriculum-based tests, Accucess, EADMS, and Interim Assessment Blocks) and target instruction based on needs and implement classroom interventions to address gaps in learning. The MTSS process included a tiered level of interventions.

Grade classification by credit upon enrollment was implemented in the Community School and Court School in the summer of 2018 to provide students with accurate information on the timeline for graduation and to accurately define students for the cohort analysis for the DASS one year graduation rate. Each month, 12th grade student credit completion in the Community School and Court School was monitored at Leadership Team meetings.

In order to improve College and Career Indicator (CCI) in the Community School and Court School, Alternative Education initiated a partnership with the University of California, Riverside-Extension Center in July 2018 to implement Dual Enrollment courses in the Networking Pathway for the Professional Certificate for Computer Technician. Alternative Education offered four courses (140 total hours of instruction and 14 units of college coursework) in the Professional Certificate for Computer Technician. The Networking pathway includes Maintaining and Supporting Computers (Introductory), Networking (Concentrator), Security+ Certification Training (Capstone), and IT Help Desk Operations and Support (Capstone). Students who successfully complete the courses will earn college credit from UCR. Students who pass the CompTIA® exams will earn industry-recognized certifications (CompTIA® A+ certification, CompTIA® Network+ certificate, CompTIA® Security+ certificate). Alternative Education implemented a Workforce Readiness Certificate program using the Comprehensive Adult Student Assessment System (CASAS). The workforce readiness certificate program is designed to promote the transition of learners

into the workforce. Students will be able to utilize the work readiness skills identified and valued by employers to increase the likelihood of getting and keeping employment.

Strategies to improve academic achievement were scaled up as the year progressed in the Community School and Court School. Improving academic achievement included formative assessments, analysis of student learning from assessments (short-cycle, curriculum-based tests, Accucess, EADMS, and Interim Assessment Blocks) and target instruction based on needs and implement classroom interventions to address gaps in learning. The MTSS process was enhanced with a screen in Aeries that included tiered levels of interventions. Math tutoring was implemented at all sites through in person tutoring at the school site or online tutoring from any location.

Based on a year-long (2017-2018) analysis of student behavior/suspension data and school-wide discipline practices in the Community School and Court School, the Alternative Education Leadership Team met in August 2018 to launch an intensive incentives-based approach tied to the use of other means of correction (counseling, mentoring), the implementation of PBIS with fidelity, and in-class support from the Instructional Specialist for behavior intervention through Boys Town strategies.The student suspension rate was significantly reduced in the Community School and Court School in 2018-2019 as compared to the prior year due these actions.

In order to improve student attendance, a comprehensive incentives point-system was implemented along with bus passes for transportation to school, home visits by school staff and Sold Ground consultants, and the addition of a school social worker (who started in April 2019). The teachers at each site served as mentors for middle school students to address school connectedness. SART meetings were held at school sites using Attention 2 Attendance (A2A) data monitoring. Quarterly SARB meetings were scheduled. The special education instructional specialist worked directly with all 8th grade students and families who were listed as chronically absent. Parents were provided with supports in the areas of transportation, community sports programs, student supports on site, and community connections.

Alternative Education was provided support by the California Department of Education in the Differentiated Assistance process and discussed potential options presented during the conference call on December 13, 2018. Alternative Education worked with WestEd for Differentiated Assistance as a part of a tri-county consortium with the Orange County Department of Education and San Bernardino County Office of Education to leverage the capacity, experience, expertise, resources, and strengths of each county office. Through a consortium support provider approach, Alternative Education focused on identifying strengths and weakness relative to the state priority areas, reviewed performance level data, and used evidence-based programs and practices to address areas of need.

From February to June 2019, RCOE supported the Community School and Court School by coordinating Differentiated Assistance meetings with the tri-county consortium and internal stakeholders to review data, determine root causes for California Dashboard indicators and student groups, and identify effective and evidence- based programs and practices that address the areas of need. Tri-county consortium meetings were held on February 25 and April 29, 2019 to engage central office administrators in an analysis of the California Dashboard data and the improvement science process. Differentiated Assistance meetings comprised of administrators, secretaries, attendance staff, teachers, and instructional assistants were held with West Ed on March 19 and April 19, 2019. During the meetings, staff engaged in the improvement science approach for solving problems using Fishbone diagrams and the 5-Whys to understand root causes, conducting empathy interviews to gather

information through direct dialogue, and process mapping to transform inputs to outcomes.

In addition, Alternate Education administrators attended Carnegie Foundation Improvement Science workshops in Sacramento and San Francisco in the spring of 2019. During these workshops, the teams experienced improvement science stages that included strategies to investigate problems, articulating focused aims, identifying changes, and working through a Plan-Do-Study-Act (PDSA) cycles to test and learn those changes. Further, team members learned the effective use of empathy interviews, tools for improvement science, and building leadership's adaptive ad technical improvement skills.

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

The Alternative Education Leadership Team meets twice each month to monitor student achievement data, program outcomes, and actions/services in the LCAP. The Alternative Education Leadership Team is made up of site and central office administrators. Monitoring and evaluating the effectiveness of the CSI plan will be integrated with processes for the LCAP Annual Update, WASC accreditation review, and SPSA development.

The Alternative Education Leadership Team will use our own local dashboard in Aeries to monitor student data in real time during the two meetings each month. During each meeting, student enrollment data, graduation status/progress, dual enrollment/CTE pathway completion, middle school attendance, and student suspension rates will be analyzed at the school level with the lists of students for each category in the Aeries dashboard. Central office administrators and school site principals will identify specific students who need interventions for each dashboard area and deploy resources to the sites. The actions will be implemented and monitored for effectiveness.

An enhanced accountability system was implemented at Alternative Education Leadership Team meetings (twice each month) during the 2018-2019 school year that included principal presentations on academic achievement once each month and attendance and behavior needs once each month. This system of support and accountability for student results will be continued in 2019-2020. During the principal presentations, the members of the Leadership Team will provide insight, suggestions, and strategies to support student learning, attendance, and behavior. The RCOE Alternative Education Dashboard and accountability system will continue.

The Alternative Education College Readiness Planning Committee (Members include site and central office administrators, teachers, and partner agencies) will provide a parallel and complementary system of accountability to the AE Leadership Team. The Alternative Education College Readiness Planning Committee will monitor the Alternative Education Aeries school and student dashboards, identify schools and students needing support, and deploy human resources or instructional materials to the sites.

MTSS data teams will be continued. During MTSS collaborative meetings on Wednesday PLCs, teachers, classified staff, and principals will review student data on attendance, behavior, grades, credits, and standardized test scores to determine classroom and school-wide interventions for students.

All principals and instructional leaders will participate in collaborative instructional reviews. Leaders will

work in small teams to observe evidence of student learning. The purpose will be to evaluate learning using a collaboratively designed rubric focusing on rigor, relevance, and engagement. After each walk through, the team will reflected on best practices and next steps to coach for improved instruction.

The progress on the LCAP goals, metrics, and actions/services will communicated to all stakeholders through meetings each school year. The LCAP Annual Update stakeholder meetings will continue to be held at the sites from October to March each year to facilitate communication and feedback about student needs and to provide input into school programs. The LCAP Annual Update will continue to be a standing item on the agendas for the SSC, ELAC, DELAC, and PAC in order to ensure that ongoing communication and input are provided to students, parents, and staff. The LCAP will continue to be a recurring discussion item on the agendas at the CTE Advisory Committee and the Probation interagency quarterly meetings.

The data, input, and feedback will be prioritized according to expected outcomes for the graduation rate, CCI, academic achievement, chronic absenteeism, and suspension rates by the Alternative Education Leadership Team every month in order to allocate resources to the Community School and Court School when experiencing challenges in meeting expected outcomes. Resources will be deployed to the schools and systems of support will be enhanced. Resources from LCFF, Title I, and the ESSA CSI grant will be utilized for materials, targeted professional development, and specific contracted services. The systems of support include a school social worker to assist families with student attendance and behavior, behavioral/mental health counseling, mentoring/intervention services, school transition support, and school counseling. When outside consultants/providers are needed, RCOE Alternative Education will follow the ESSA CSI grant requirements and RCOE's Board approved contract requisition process. Providers will recruited and selected based on their description of services and their background, experience, and success working with students in alternative education and special education. Providers will be monitored and evaluated each quarter for the duration of the contracted services based on actual program outcomes and productivity using multiple quantitative and qualitative measures that include student data, stakeholder surveys, and formal observations of services.

Annual Update

LCAP Year Reviewed:

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

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:

Annual Measurable Outcomes

Expected   **Actual**

Improve percent meeting/exceeding Smarter Balanced Assessments in ELA by 2%.	Partially met. Students meeting/exceeding the Smarter Balanced Assessments/CAASPP in ELA increased from 4.8% in 2016-2017 to 5.4% in 2017-2018, but did not meet the expected target. The Community School distance from standard on the CAASPP in ELA increased by 5.4 points in 2017-2018 and were reported as orange on the California Dashboard. The Court School did not have a significant number of students to be reported on the California Dashboard. For the 2019-2020 LCAP, outcomes will be reported as distance from standard.
Improve percent meeting/exceeding Smarter Balanced Assessments in math by 2%.	Partially met. Students meeting/exceeding the Smarter Balanced Assessments/CAASPP in math declined from 1.6% in 2016-2017 to zero 2017-2018. The Community School distance from standard on the CAASPP in math increased by 15.7 points in 2017-2018 and were reported as orange on the California Dashboard. The Court School did not have a significant number of students to be reported on the California Dashboard. For the 2019-2020 LCAP, outcomes will be reported as distance from standard.
Improve percent of Grade 11 students meeting/exceeding Smarter Balanced Assessments in ELA by 2%.	Partially met. Grade 11 students meeting/exceeding the Smarter Balanced Assessments/CAASPP in ELA increased from 6.2% in 2016-2017 to 7.1% in 2017-2018, but did not meet the expected target. Grade 11 is not reported on the California Dashboard.
Improve percent of Grade 11 students meeting/exceeding Smarter Balanced Assessments in math by 2%.	Not met. Grade 11 students meeting/exceeding the Smarter Balanced Assessments/CAASPP in math declined from 1.8% in 2016-2017 to 0% in 2017-2018. Grade 11 is not reported on the California Dashboard.

Expected	Actual
Improve percent of low income students meeting/exceeding Smarter Balanced Assessments in ELA by 2%.	Partially met. Socio-economically disadvantaged (low income) students meeting/exceeding Smarter Balanced Assessments/CAASPP in ELA increased from 3.5% in 2016-2017 to 4.7% in 2017-2018, but did not meet the expected target.The Community School low income student group distance from standard on the CAASPP in ELA was maintained at 0.9 points in 2017-2018 and were reported as red on the California Dashboard. For the 2019-2020 LCAP, outcomes will be reported as distance from standard.
Improve percent of low income students meeting/exceeding Smarter Balanced Assessments in math by 2%.	Partially met. Socio-economically disadvantaged (low income) students meeting/exceeding Smarter Balanced Assessments/CAASPP in math declined from 1% to zero; however, The Community School socio-economically disadvantaged student group distance from standard on the CAASPP in math increased by 11.5 points in 2017-2018 and were reported as orange on the California Dashboard. For the 2019-2020 LCAP, outcomes will be reported as distance from standard.
Improve percent of foster youth meeting/exceeding Smarter Balanced Assessments in ELA by 2%.	Not met. Foster youth students meeting/exceeding Smarter Balanced Assessments/CAASPP in ELA declined from 3% in 2016-2017 to 0% in 2017-2018. Foster youth did not have a significant number for the California Dashboard. For the 2019-2020 LCAP, outcomes will be reported as distance from standard.

Expected	Actual
Improve percent of foster youth meeting/exceeding Smarter Balanced Assessments in math by 2%.	Not met. Foster youth students meeting/exceeding Smarter Balanced Assessments/CAASPP in math remained at 0% in 2017-2018. Foster youth did not have a significant number for the California Dashboard. For the 2019-2020 LCAP, outcomes will be reported as distance from standard.
Improve percent of Community School students scoring at College Ready/College Conditional Ready in ELA by 2%.	Not met. Community School students scoring College Ready/Conditional Ready on the Early Assessment Program (EAP) in ELA declined from 6.6% in 2016-2017 to 6.5% in 2017-2018.
Improve percent of Community School students scoring at College Ready/College Conditional Ready in math by 2%.	Not met. Community School students scoring College Ready/Conditional Ready on the Early Assessment Program (EAP) in math declined from 1.1% in 20162017 to 0% in 2017-2018.
Improve percent of Court School students scoring at College Ready/College Conditional Ready in ELA by 2%.	Not met. Court School students scoring College Ready/Conditional Ready on the Early Assessment Program (EAP) in ELA declined from 5.1% in 2016-2017 to 4.9% in 2017-2018.
Improve percent of Court School students scoring at College Ready/College Conditional Ready in math by 2%.	Not met. Court School students scoring College Ready/Conditional Ready on the Early Assessment Program (EAP) in math declined from 1.3% in 2016-2017 to 0% in 2017-2018.
Maintain UC a-g enrollment at 100%.	Met. Maintained a 100% student enrollment rate in UC a-g courses.

Expected

Actual

Expected	Actual
Improve CTE enrollment by 2%.	Not met. Student participation in Career Technical Education (CTE) courses declined from 59.7% in 2016-2017 to 42.71% in 2017-2018.
Improve graduation by 1% with the new DASS.	Met. The Community School one-year graduation rate increased from 42% in 2016-2017 to 62.5% in 2017-2018, which was a growth of 20.5%. The Court School one-year graduation rate increased from 45.4 % in 2016-2017 45.4% to 59.3% 2017-2018, which was a growth of 13.9%.The graduation rate was red on the California Dashboard for the Community School and Court School due to not meeting the minimum requirement of 67%.
The average rating for each area on the California Standards Implementation Reflection Tool 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 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.	Met. The overall average rating of the five indicators was at initial implementation as it was in the prior year (Average of 3 in 2018-2019 compared to the previous year at 3.7). The average rating for each area were as follows: • Professional Learning on New Standards declined from 4.0 to 3.22. • Instructional Materials Aligned to New Standards Available in All Classrooms declined from 4.0 to 3.64. • Identifying Areas Needing Improvement in Delivering Instruction Aligned to Academic Standards and/or Curriculum Frameworks declined from 4.0 to 3.07. • Progress in Implementing Standards in All Areas declined from 3.0 to 2.29. • Identifying Professional Learning declined from 3.5 to 3.0.

Expected	**Actual**
Maintain student access and enrollment in a broad course of study to meet graduation requirements at 100%.	Met. Maintained student access and enrollment in a broad course of study to meet graduation requirements at 100%. RCOE Alternative Education utilized Aeries course scheduling reports to analyze student enrollment in courses. Course approval forms were used to enroll students in the specific courses to meet their individual preferences for electives and the graduation requirements. All students, including unduplicated pupils and individuals with exceptional needs, were enrolled in UC a-g approved core academic courses based on their grade and credit completion. The graduation status report was used to monitor grade-level course completion of the courses in order to meet the required 200 credits for high school graduation.
	For the 2017-2018 year, 100% of RCOE's students had full access to a broad course of study as defined by California Education Code 51210 and 51220(a)-(i). RCOE Alternative Education utilized the Aeries courses scheduling report and the course approval form to ensure all students had access to a broad course of study across school sites.
	The process of enrolling students includes the use of the RCOE Prospectus, Course Reference Guide, and the course approval form to ensure that students are enrolled in a broad course of study.
	No barriers were identified in preventing RCOE from providing access to a broad course of study for all students. Technology is used to overcome any geographical barriers across sites.
	RCOE implemented synchronous online learning intervention courses in ELA and mathematics as an additional support option for students.
	RCOE Alternative Education provides English learners with challenging curriculum and instruction that maximize the attainment of high levels of proficiency in English, advance multilingual capabilities, and facilitate student achievement in the County Office of Education's regular course

Expected	Actual
	of study. Students who are classified as English learners shall not be denied participation in the standard instructional program of a school. The standard instructional program means, at a minimum, core curriculum courses, as defined in clause (i) of subparagraph of paragraph (6) of subdivision (b) of Section 33126, courses required to meet state and local graduation requirements, and courses required for middle school grade promotion. A middle school or high school pupil who is classified as an English learner shall not be denied any of the following: (1) Enrollment in a full course load of courses that are part of the standard instructional program. (2) Enrollment in courses that are not part of a school's standard instructional program that either meet the subject matter requirements for purposes of recognition for college admission pursuant to Section 66205.5 or are advanced courses, such as honors or advanced placement courses, on the sole basis of a pupil's classification as an English learner. Pursuant to federal law, the pupil's course of study is designed to remedy any academic deficits incurred during participation and that the pupil's course of study is reasonably calculated to enable that pupil to attain parity of participation in the standard instructional program within a reasonable length of time after he or she enters the school system.
Maintain at no teacher mis-assignments.	Met. RCOE reviewed teacher certification data and Aeries course assignments and determined that all teachers were assigned to subjects aligned to their credentials.

Expected	Actual
Textbook sufficiency will be maintained in 2018-2019.	Met. Maintained textbook sufficiency to ensure all students have access to standards aligned instructional materials. Alternative Education used the Destiny Textbook Management System to monitor inventories of instructional materials. All principals conducted audits of their instructional materials and ordered replacement textbooks when needed and when deficiencies were reported by teachers. The central office administrator monitored the textbook inventory and distribution process to ensure that all students had a textbook in each subject area and that classrooms had sets of textbooks to ensure that textbook sufficiency was maintained.
Student scores on the ELA and math formative assessment will improve by 2%.	Alternative Education Short Cycle Assessments in ELA were developed and administered in a new platform. No comparison scores are available.
Will determine targets when API is developed.	There is no Academic Performance Index (API).
AP Exams will be offered for students who request the tests.	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	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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 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	RCOE Alternative Education utilized Aeries course scheduling reports to analyze student enrollment in courses. Course approval forms were used to enroll students in the specific courses to meet their individual preferences for electives and the graduation requirements. All students, including unduplicated pupils and individual with exceptional needs, were enrolled in UC a-g approved core academic courses based on their age and credit completion. The graduation status report was used to monitor grade-level course completion of the courses in order to meet the required 200 credits for high school graduation. All students had full access to a broad course of study as defined by California Education Code 51210 and 51220(a)-(i). RCOE Alternative Education utilized the Aeries courses scheduling	$5,000; $98,152 Total: $103,152	$3,440 $98,153 1100 0804/1100 4300 5800 Total: $101,593

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	report and the course approval form to ensure all students had access to a broad course of study across school sites. The process of enrolling students included the use of the RCOE Prospectus, Course Reference Guide, and the course approval form to ensure that students were enrolled in a broad course of study. No barriers were identified in preventing RCOE from providing access to a broad course of study for all students. Technology was used to overcome any geographical barriers across sites. RCOE implemented synchronous online learning intervention courses in ELA and mathematics as an additional support option for students. RCOE Alternative Education provided English learners with challenging curriculum and instruction that maximized the attainment of high levels of proficiency in English, advance		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	multilingual capabilities, and facilitated student achievement in the County Office of Education's regular course of study. All students were scheduled in courses to meet the RCOE high school graduation requirements with specific attention to their individual preferences and college/career goals. Teachers provided standards-based instruction in ELA, ELD, mathematics, history-social science, science (NGSS), visual and performing arts, and world languages. Teachers continued the implementation of Universal Design for Learning (UDL) and Thinking Maps in the classroom. Teachers in Community school and Court school implemented service-learning projects in history-social science and science, and students completed personalized, interest-based projects. These project-based, service-learning		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	opportunities incorporated interdisciplinary ELA, mathematics, social studies, sciences, and college and career readiness. WE Schools supported staff with service learning project implementation through professional development in August 2018 and Kristal Webster, WE Schools Coordinator, presented to staff at three Professional Learning Community sessions. WE Schools assisted with curriculum, lesson plans and activities, and Spencer West, motivational speaker, presented to students at Betty Gibbel Regional Learning Center in December 2018. Students received ongoing feedback on their collaboration, presentation, and argumentative writing skills.		

Action 2

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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Acquire materials and equipment to enhance student learning and performance.	The California Standards were implemented in all core content classes. The California Standards Implementation Reflection Tool noted the implementation of the state standards and adopted instructional materials. Instructional materials were purchased to implement the California Standards in all subject areas. The Alternative Education units of study structured the instruction of the standards in ELA and math. History-social science and science courses integrated reading, writing, speaking, and listening standards in project-based service learning lessons. The biological sciences curriculum study (BSCS) 5E Instructional Model (Engage, Explore, Explain, Extend, and Evaluate) was used to format instructional delivery and is aligned to the Universal Design for Learning (UDL). Mobile wet	$15,576; $22,911; $31,058 Total: $69,545	$20,976 $26,865 $24,628 6300 1100 1100 4100 4100/4200 5800 Total: $72,469

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	lab materials were maintained at all sites with lesson plans aligned with NGSS and Science Units of Study. Health instructional materials (including manikins) were purchased with required Human Sexuality component (AB 329) and the CPR compression-only instruction (AB 1719) and teachers trained in August 2018. Instructional materials for Newcomer English Learners were implemented.		

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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-	Teachers attended the Summer Institute of Learning and Knowledge (SILK) in June and August 2018, Professional Learning Community (PLC) workshops every Wednesday, and voluntary in-service days throughout the year. The SILK professional development in	$66,573; $86,298; $23,349; $10,000; $4,500; $33,000; $3,000; $11,000 Total: $237,720	$0 $159,007 $21,154 $4,500 $500 $9,948 $300 $11,000 3025 3010 3010/3025 1100 0804 3010 4035 0804 1100/3000 1100/3000 2401/3000 4300 5210 5200 5210 5700 Total: $206,409

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	June included approximately 30 hours of training on Thinking Maps and revising units of study. In August 2018, teachers attended the SILK which included approximately 30 hours of training covering topics including IEPs; Multi-tiered System of Supports (MTSS); CPR/compression training; training on local assessments; AVID strategies; and administration of the ELPAC. Teachers and paraprofessionals engaged in weekly PLC collaboration on Wednesdays throughout the school year. Monthly topics included review of student learning and achievement data/MTSS; best practices for students with disabilities; Thinking Maps; online curriculum refresher training; interventions and supports for depression, anxiety, trauma and thoughts of suicide; Boys Town strategies; AVID strategies; human sex		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	trafficking; increasing student engagement in math; and presentations by staff representing the WE Movement which included project-based service learning. Alternative Education worked with STEMulate Learning to implement math coaching for teachers. Eleven teachers participated in the STEMulate Learning professional development. The professional development sessions provided the teachers with techniques to help engage students in learning while providing rigorous, student-centered, standards-based instruction. The teachers met with an assigned coach approximately 90 minutes per week which included classroom observation time where the coaches observed the teachers during instruction and provided constructive feedback to the teachers in order to help improve instruction. Additionally, teachers		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	were provided tools and resources to help them work on their skills independently. The teachers were provided one on one coaching for the entire year. Teachers, classified staff, and principals also attended conferences throughout the year, which included test administration procedures (ELPAC and CAASPP), Aeries, AVID, Building Hope, CALPADS, campus security, charter schools, English Learner Symposium, Excellence through Equity, food services, foster youth, Google Summer Camp, interim assessments, mat strategies, PBIS and restorative practices, reducing chronic absenteeism, special education, trauma focused cognitive behavior therapy, unconscious bias training, and Universal Design for Learning. New teachers participated in the professional teacher induction program and veteran teachers		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	received STARS peer coaching support, which includes classroom instruction, grading, and planning. Classroom-embedded professional development was provided by the instructional specialist and school psychologist. Over 111 hours of direct support to teacher for instructional practices/strategies when working with students with disabilities was provided. Supports focused on services included the use of curriculum materials (on-line and in print), small group instruction, application of IEP accommodations and supports. Zoom was used to provide training using computers to address the geographic distances between sites and to reduce travel. Zoom trainings were provided on selected Tuesdays on topics such as IEP development, effective vs. ineffective consequences for		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	behavior, Boys Town and Total Transformation, the Why's of Behavior and FERBS, alternatives to suspensions, how Trauma impacts behavior, and intrinsic vs. extrinsic reinforcement. CTE teachers were trained by an assigned mentor and attended conferences (culinary arts). All principals and instructional leaders participated in collaborative instructional reviews. Leaders worked in small teams to observe evidence of student learning. 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.		

Action 4

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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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 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.	Alternative Education scheduled all students in UC a-g approved courses. In 2018-2019, six new courses were UC a-g approved were approved (Introduction to Social Media, Professional Communications and Principles of Leadership, Product Innovation and Design 1 and 2, Robotics 1, and Welding 1 and 2. In 2018-2019, 139 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 (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,	$218,207; $13,622; 16,870; $62,658; $13,598; $4,500, $79,284 Total: $408,739	$120,843 $31,566 $0 $135,700 $41,733 $4,500 $75,000 3010 3550 3550 6387 6387 4035 0805 1100/3000 4300 5800 4300 5800 5700/5800 5700/5800 Total: $409,342

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	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 Preforming Arts, which include Art Appreciation CP (f) and Digital Photography CP (f). • A total of 107 elective courses (g). Alternative Education implemented a Career Technical Education program to strengthen system alignment with our local colleges/universities, expand industry and labor partnerships, increase internships, augment career exploration and guidance, and improve leadership development in each CTE		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	course. The RCOE Alternative Education CTE Advisory Committee met quarterly with partners to obtain input on CTE programs. Partners included Cryoquip, Constitutional Rights Foundation, Workforce Investment Board, local community colleges (RCC, MSJC, and College of the Desert), and the University of California, Riverside (UCR). Product Innovation and Design was replaced with a Welding pathway in the Manufacturing and Product Development industry sector based on input from business partners. Five CTE pathways were implemented that included Food Service/Hospitality, Residential Commercial Construction-Construction Technology, Legal and Government Services, Product Innovation and Design, and Networking. Students in the Engineering/Robotics courses traveled to Vocademy one each		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	week for hands on workforce skills in industry sectors. Alternative Education partnered with the University of California, Riverside-Extension Center to implement a Networking pathway at Arlington Regional Learning Center in Riverside as dual enrollment courses for the Professional Certificate for Computer Technician. Alternative Education offered four courses (140 total hours of instruction and 14 units of college coursework) in the Professional Certificate for Computer Technician. The Networking pathway includes Maintaining and Supporting Computers (Introductory), Networking (Concentrator), Security+ Certification Training (Capstone), and IT Help Desk Operations and Support (Capstone). Students who successfully complete the courses will earn college credit from UCR. Students who pass the		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	CompTIA® exams will earn industry-recognized certifications (CompTIA® A+ certification, CompTIA® Network+ certificate, CompTIA® Security+ certificate). The class roster was full for each course. Students from five sites participated in a sequence of experiential learning trips to Vocademy to engage in career exploration and hands on learning. Alternative Education implemented a Workforce Readiness Certificate program using the Comprehensive Adult Student Assessment System (CASAS). The workforce readiness certificate program is designed to promote the transition of learners into the workforce. Students will be able to utilize the work readiness skills identified and valued by employers to increase the likelihood of getting and keeping employment. The workforce		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	readiness program is in the initial implementation stage.		

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	AVID was fully implemented at BGRLC, DFKRLC, and Palm Springs Community School. Teachers and para-professionals were trained at the AVID Summer Institute and AVID seminars, AVID tutors assisted students, and AVID strategies in reading, writing, inquiry, organization, and collaboration (WICOR) were implemented. BGRLC met the requirements listed in AVID's Secondary Coaching and Certification Instrument (CCI) to become a certified AVID site. CCI requirements help schools to ensure fidelity to the AVID system and plan for sustainable growth. The CCI is organized into four sections that	$44,518; $41,112; $300; $2,948 Total: $88,878	$41,666 $16,347 $0 $5,593 0805 3010 1100 3010 1305/3000 2000/3000 4300 5800 Total: $63,606

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	correspond to the four AVID Schoolwide Domains: Instruction, Systems, Leadership, and Culture. The Alternative Education AVID program participated in AVID informal reviews by the RIMS-AVID Coordinator. All faculty were trained in AVID strategies in reading, writing, inquiry, organization, and collaboration (WICOR) during 3 Wednesday PLCs. Six AVID tutors worked directly with students to target intervention in core subject areas. State review of the RCOE AVID plan and CCI included the following commendations: "The Riverside County Office of Education supports AVID tremendously. This notion of support ensures that at each level and in each division AVID is encouraged. AVID has been integrated within the LCAP and is considered a priority. The principals, teachers, and instructional assistants are		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	working together to ensure that AVID strategies are used in all classrooms. AVID WICOR strategies are accommodated to meet the diverse needs of a community school setting and are infused throughout the school. AVID is at the very heart of the college going culture of this site. Recommended level of certification: AVID Certified Site- All Domains are rated "Meets AVID Implementation Expectations" or higher." Current AVID seniors had an average 3.34 grade level with all seniors completing the FAFSA and accepted into at least one college program. BGRLC was recognized as an AVID showcase school in January 2019.		

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Implement college readiness	The College Connections	$12,000; $3,000; $2,100;	$4,800 $1,000 $2,100 $21,000

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	program assisted seniors with their FAFSAs and college applications during the 2018-2019 school year. 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 134 students accessed Career Cruising this year. Activities, lessons, assessments and inventories build self-awareness, which helped students learn about themselves and begin to identify their personal strengths – important steps in creating plans for career and life. Students created a personalized portfolio to store valuable information: lessons, personal inventories, assessment results, career matches, educational options and scholarship applications. Career Cruising includes the Career Matchmaker interest inventory for college and career planning.	$20,000, $56,907; $56,907; $3,000 Total: $153,914	$108,479 $1,000 3010 0805 1100 3010 7366 3010 4300 5892 5850 5883 5892 5800 Total: $138,379

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	During the fall of 2018, 37 10th grade students completed the PSAT/NMSQT with an average score of 671 (342 in ERW and 329 math), 15 11th grade students completed the PSAT/NMSQT with an average score of 643 (330 ERW and 313 math), 24 9th grade students competed the PSAT 8/9 with an average score of 570 (304 ERW and 267 math), and 11 8th grade students completed the PSAT 8/9 with an average score of 606 (315 ERW and 291 math). 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. The UCR Summer camp will be held in June. During the summer of 2018, 20 students attended the college summer camp at UC Riverside. Students participated in two classes during the week-		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	long camp. Students attended classes in Robotics and Filmaking during the day and presented a culminating project on the last day of the camp. College readiness transition activities were expanded to include the use of Road Trip Nation with AVID students. These students were given the opportunity to explore and take participate in virtual college fairs. Students participated with other students in virtual tours and discussions with admission representatives from colleges and university all over the US. Alternative Education developed in partnership with RCC and RUSD's Career Technical Education (CTE) staff, the Career Pathways Exploration Day aimed to introduce 8th grade students to different career pathways. Through engaging presentations by CTE professionals, who possess the most current knowledge of		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	today's job market and necessary skills, students discovered which high school classes, college majors, or technical programs feed into different career paths. Career speakers and events, like the Career Pathways Exploration Day, created a critical link between the classroom and the workplace by providing an opportunity for students to explore various career options, so that they can make informed educational and career choices. As part of this exciting event, students enjoyed a complimentary lunch on the historic and picturesque RCC campus. Middle school students attended RCC to learn about college and career opportunities on January 11 and participated in two workshop presentations of their interests. On March 22, high school juniors and seniors traveled to CBU to learn about college and career opportunities.		

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

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	The MTSS process was enhanced this year with the new intervention screen in Aeries which provided access to current data on academics (grades, credits), attendance, and behavior. Alternative Education created a school dashboard from data reporting in Aeries to monitor DASS cohorts. Staff monitored the cohort as it formed, by student group, down to the individual student. Data were current from the student information system and was the driving element of improvement science and MTSS leadership. Student data dashboards allowed staff to monitor attendance, academics, and behavior in real time. Grade classification by credit upon enrollment was implemented in the summer of 2018 to provide	$38,238; $722,248; $26,546; $526,808, $667,777; $1,000; $1,650; $3,747 Total: $1,988,014	$29,183 $646,973 $25,628 $460,737 $905,338 $1,000 $1,500 $0 0804 0805 0804 3025 3010 1100 1100 0805 1000/3000 1000/3000 2000/3000 2000/3000 2000/3000 4300 5800 5800 Total: $2,072,608

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	students with accurate information on the timeline for graduation and to accurately define students for the cohort analysis for the DASS one year graduation rate. Renaissance Learning was replaced by the Accucess (Edmentum) as the pre-/post-test assessment to measure student growth in ELA and math in 2018-2019. Short-cycle assessments in ELA and math were created by teachers and implemented as second formative assessment. The Interim Assessment Blocks (IABs) were administered in December 2019. MTSS collaborative groups of faculty and staff met during Wednesday PLCs to analyze student data on attendance, academics, and behavior. MTSS collaborative groups analyzed student attendance, behavior, and evidence of student learning from assessments (short-cycle,		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	curriculum-based tests, Accucess, EADMS, and Interim Assessment Blocks) and target instruction based on needs and implement classroom interventions to address gaps in learning. The MTSS process included a tiered level of interventions. For the 2018-2019 school year, as of half way through the school year; 96 tier 3 individual/intensive interventions were conducted based on needs across the domains of attendance, social emotional/behavioral, and academic. The average tier 3 intervention had an intervention team of 4 staff members to support the efficacy of the intervention. 54% of interventions were in the social emotional domain, 31% in the academic domain, and 15% in the attendance domain. 50% of the tier 3 interventions met the goals that were set during the MTSS collaborative. 36% of		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	interventions ended inconclusive as students left our schools. 14% of interventions yielded no growth. Math tutoring was implemented at all sites through contracts with four companies (A Tree of Knowledge, Club Z in Home Tutoring, Leading Edge, and Focus Eduvation online tutoring). Students had a choice of in person tutoring at the school site or online tutoring from any location. All principals and instructional leaders participated in collaborative instructional reviews. Leaders worked in small teams to observe evidence of student learning. 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.		

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

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	Teachers and administrators monitored the learning of students with disabilities throughout the year in the classroom and during IEPs. Two instructional specialist positions were added this year to provide in-class instructional and behavior supports to teachers. Over 111 hours of in-class instructional support and 89 hours of direct behavioral support was provided to teachers. This year the monitoring and reviewing of IEPs went through a process change requiring administration to complete a final review of IEPs to ensure IEP compliance. Alternative Education students were referred to partner agencies agencies for services from Transitiona Age Youth centers (TAY), Project BRIDGE,	$28,937; $359,495; $65,609; $74,894; $300; $4,000; $25,000; $110,000 Total: $668,235	$33,470 $189,393 $67,451 $87,086 $8,366 $260 $0 $110,000 0804 6500/6512 3010 6500/6512 6500/6512 0804 6500/6512 6500/6512 1000/3000 1000/3000 1000/3000 2000/3000 4300 5850 5800 5800 Total: $496,026

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	Young Man's Conference, the Department of Rehabilitation (DOR), Perris Family Resource Center, Mental Health Court, Neighborhood College Counseling Classes, and Youth Mental Health Conference. RCOE Alternative Education's special education services did not have any data identified not compliant (DINC) or disproportionate data thus far in 2018-2019. RCOE began a partnership with Project BRIDGE (Building Resources for the Intervention and Deterrence of Gang Engagement) in 2018, which is a program within the City of Riverside Parks, Recreation, and Community Services Department. Project BRIDGE serves at-risk youth and their families by providing social services programs, referrals, community service, counseling, recreational activities, and mentoring. In Project BRIDGE,		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	students gained mentorships as well as completed their community service and counseling requirements. Representatives from Project BRIDGE conducted classroom presentations and talked to students at Arlington Regional Learning Center about these opportunities. Approximately 15 students signed up for one or more of the services offered. Alternative Education students had options through the Transition Age Youth (TAY) center, which provides youth ages 16-25 with additional support and services to overcome challenges on their path to adulthood. TAY met monthly throughout Riverside County with community stakeholders to share resources and programs to support TAY aged youth. TAY provided free activities for youth to attend (art group, music group, anger management group, yoga, etc.).		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	Alternative Education partnered with the Department of Rehabilitation (DOR) and served on the Assistive Technology Advisory Committee (ATAC). DOR ATAC focused on supporting all students who could benefit from assistive technology helping youth with job skills, social skills, transition to trade schools and colleges, and mental health support.		

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 for students who meet the criteria in the Community School and Court School.	The High School Equivalency Test (GED and HiSET) was administered at Regional Learning Centers. Teachers provided test prep for the High School Equivalency Test. In 2018-2019, 22 students passed the High School Equivalency Test (as of March 2018). California has approved the use of three high school equivalency	$49,994; $1,000 Total: $50,994	$47,489 $1,000 0804 0805 2000/3000 4300 Total: $48,489

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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	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: • 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		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	testing at an authorized testing center.		

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	Teachers used interactive televisions, computers/laptops and tablets to integrate technology in their lessons. Digital literacy skills were integrated in lessons to build student skills to use technology for research, critical thinking, problem solving, decision making, communication, collaboration, creativity and innovation. Computers and 3D printers were used in elective and CTE courses. Online courses provide students with distance learning options after school. The Community School and Court School sites used Kahoot as an academic intervention using technology to check for	$357,054, $145,701 Total: $502,755	$352,794 $145,701 0804 0805 5921 5727/5731 Total: $498,495

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	understanding and engage students in learning. Students reported positive feedback and increased learning through Kahoot. Through the use of Road Trip Nation, AVID students were given the opportunity to explore and take participate in virtual college fairs. Students participated with other students in virtual tours and discussions with admission representatives from colleges and university all over the US. Technology resources were provided for eSports, an after school program in computer gaming. The school staff formed a team of six within a larger club of approximately 20 students at ARLC. The eSports program inlcudes players, coaches, managers, sponsors, marketing, shoutcasters, and event planners. ESports incorporates sportsmanship and improved social-emotional growth for the students. Students make up the		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	teams, take on marketing, social media, IT support, event-planning, and other components that will serve as useful experiences in future professional markets. And with colleges starting to offer Esports scholarships, the players have additional external motivation as well. The digital gaming landscape exists in the crossover between recreation and competition that encompasses most sports. Players train, interact, take on task-specific challenges, communicate, collaborate, and ultimately try to win – but in an engrossing, virtual environment. There are goals and rules, spectators, skills, and human competitors. There are long-established teams, and there are matches where partnerships are set by the computer and only last the length of a game. Participation also ranges from professional to amateur, like the		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	NBA down to the backyard basketball hoop. And participation is growing. Updated technology was implemented at sites as a part of the technology replacement plan.		

Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Implement job shadowing and internships through partnerships with businesses and public agencies.	Alternative Education increased opportunities for students to gain access to internships. Alternative Education partnered with the Constitutional Rights Foundation and Cryoquip Cryogenics to implement internships in welding for students who complete the pathway (Cryoquip is an international private company located in Murrieta next door to the David L. Long Regional Learning Center campus that manufactures cryogenic vaporizers and industrial gas	$79,284; $50,000 Total: $129,284	$75,000 $0 0805 3010 5800 5800 Total: $75,000

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	equipment). Cryoquip agreed to partner with RCOE to provide internship opportunities for students. The Constitutional Rights Foundation Expanding Horizons Internship program provided training for the workforce. Alternative Education created a Workforce Readiness Certificate program using CASAS assessment. WorkAbility was implemented this year for students with disabilities. This year, 12 students participated in the WorkAbility program. The WorkAbility I (WAI) grant programs provide comprehensive training in work, employment placement and follow-up for middle and high school students in special education who are making the transition from school to work, independent living and post-secondary education or training. The WAI program is funded and		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	administered by the California Department of Education and offers special education students the opportunity to complete their secondary education while also obtaining marketable job skills for success in the modern labor market. WAI-served students must be provided a career/vocational assessment and employment/post-secondary education planning from the school-based preparatory experiences. School-based preparatory experiences are part of the school curriculum and/or educational delivery system. Career/Vocational assessments are administered to students which provide career and transition assessments to help students identify their school and post-school career interests and goals. Employment and post-secondary education planning and career and secondary education planning assist		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	students with the career decision-making process that culminates with their personal career and educational plan and provision of transition-related guidance including exploration of post-secondary options. Students are exposed to Common Core college and career readiness standards while reinforcing career development and work-readiness/soft skills. Students engage in work-based learning experiences which provide students with work-readiness skills and connect the classroom to work. A student must participate in employment to qualify as placed. Through WorkAbility, students learn to develop applications, interview, create and update resumes, maintain a portfolio, use labor market information, and how to utilize social media responsibly to search and apply for employment opportunities.		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	Work-based learning includes participation in classroom and community based experiences that develop knowledge and job skills through internships, service learning, and workplace mentoring experiences. Students may earn entry job certifications/permits (e.g., food handler's permit, forklift operations permit) preparing them for CIE. Students are provided with training plans with the work site supervisor and obtain subsidized and/or non-subsidized work, and on-the-job training experiences that link to school credit. The Department of Rehabilitation (DOR) provided the job training and placement services to Alternative Education students ages 16-21 with an IEP or 504 plan. The DOR met with students once per week to provide counseling-coaching services. Student can work up to 100 hours in any given job for		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	pay. Student can work another 100 hours if they change jobs. A work permit is required. Thus far, one student is working with the DOR. In collaboration with TAY a Peer Support Specialist Certificate program was developed with implementation within the community schools		

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.

Eleven actions were implemented this year to prepare students high school graduation and success in college and careers. All students were enrolled in abroad course of study to meet their graduation requirements (Action 1). All students were enrolled in UC a-g approved courses and AVID and CTE pathways were accessible to all students (Action 4 and 5). Instructional technology was utilized to equip students with the skills necessary to be productive in college and the workforce (Action 10). A new Dual Enrollment course in the Professional Certificate for Computer Technician was added this year at ARLC and was open to students at all sites through Zoom (Action 4). College transition events enabled students to complete their FAFSA, college applications, and explore post-secondary options (Action 6). Internships were added this year through WorkAbility, the Department of Rehabilitation, and the Constitutional Rights Foundation (Action 11). The High School Equivalency Test (Action 9) was an option for students who wanted an alternative to the diploma.

Professional development was based on student data and needs to support classroom instruction and student learning (Action 3). The MTSS process was enhanced this year with the new intervention screen and school dashboards from data reporting in Aeries to monitor DASS cohorts. Grade classification by credit upon enrollment was implemented in the summer of 2018 to provide students with accurate information on the timeline for graduation and to accurately define students for the cohort analysis for the DASS one year graduation rate. Formative assessments included Accucess (Edmentum) in ELA and math, short-cycle assessments in ELA and math, and Interim Assessment Blocks (IABs). Math tutoring was implemented at all sites through contracts with four companies (A Tree of Knowledge, Club Z in Home Tutoring, Leading Edge, and Focus Eduvation online tutoring). Students had a choice of in person tutoring at the school site or online tutoring from any location (Action 7 and 8).

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

All eleven LCAP actions were implemented to increase high school graduation and college and career readiness. The LCAP metrics were based on 2017-2018 performance on the California Dashboard/DASS and did not measure the effectiveness of the actions in 2018-2019. The overall effectiveness of the actions/services was measured by current year data, qualitative information, and input from stakeholder groups. 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 target
Actions 1 (broad course of study), 2 implementation of state standards), 3, (professional development),6 (college transition activities), and 9 (High School Equivalency Test) were designated as effective based on student enrollment and progress in the courses and activities. Action 5 was designated as effective based on the implementation of the AVID essential components and BGRLC's recognition as an AVID showcase school for two years (2018 and 2019).
New actions to prepare students for college an careers were designated as improving due to the initial implementation that occurred in the middle of the year. Action 4 (courses for college and career readiness) was designated as improving due the initial implementation of Dual Enrollment in January 2019, the workforce readiness certificate program during the second semester, and an unfilled CTE teaching position in welding. Action 7 was designated as improving based on the observations of MTSS data team meetings which need more emphasis on the implementation of lessons and interventions for students. Action 8 was designated as improving due to the lengthy time in finding a qualified instructional specialist. Action 10 was designated improving based on observations of the integration of technology in classroom instruction, which is expected to be on a daily basis. Action 11 was designated as improving due to the initial implementation of Workability and the Department of Rehabilitation in the middle of the school year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

A total of $4,401,230 was allocated for Goal 1 in 2018-2019 and the estimated expenditures were $4,182.416. The difference in the initial 2018-2019 budget projection was $218,814 less in expenditures overall due to reduced spending in Action 1 (decrease of $1,559 for broad course of study), Action 3 (decrease of $31,311 for staff development), Action 5 (decrease of $25,272 for AVID), Action 6 (decrease of $15,535 for college transition activities), Action 8 (decrease of $172,209 due to delayed hiring of one Instructional Specialist), Action 9 (decrease of $2,505 for High School Equivalency Test administration), Action 10 (decrease of $4,260 for technology), and Action 11 (decrease of $54,284 for internships). The overall decrease was offset somewhat by higher than projected expenditures in Action 2 (increase of $2,924 for state standards, textbooks/instructional materials),Action 4 (increase of $603 for College and Career Readiness Courses), and Action 7 (increase of $84,594 for MTSS-data teams).

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 2019-2020 LCAP actions under Goal 1:
• Report 2019-2020 metrics for the CAASPP in ELA and math as distance from standard.
• Continue the grade classification by credit in order to provide students with an accurate timeline for graduation from high school to define the 12th grade student cohort for the DASS one-year graduation rate.
• Expand Dual Enrollment courses with UCR-Extension Center for students.
• Add Networking, Welding, and Multimedia Production pathways to the CTE pathways that include Food Service/Hospitality, and Residential Commercial Construction-Construction Technology.
• Focus the AVID program on students in grades 7-9 to support middle school to high school transitions.
• Implement internships through WorkAbility, the Department of Rehabilitation for students with disabilities.
• Implement internships and workforce readiness certificates, including CPR certification, for students.
• Focus professional development on universal design for learning (UDL), MTSS, and math instruction in order to differentiate instruction for students in ELA and math and for English learners and students with disabilities.
• Enhance the lesson planning and intervention components of the Multi-Tiered System of Support (MTSS) process to strengthen follow and student success.
• Offer different tutoring formats (in person and online) to support student learning in mathematics.
• Continue interventions for students in ELA and math that include targeted instruction based on data and individualized support from instructional assistants and AVID tutors.
• Continue instructional specialist positions to support teachers with strategies to address the academic and behavioral needs of the students with disabilities.
• 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: No local measures.

Annual Measurable Outcomes

Expected	**Actual**
Improve attendance by 1.5%.	Not met. The student attendance rate decreased 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 78.4% in 2017-2018. The current attendance rate in 2018-2019 is 82.6%.
Decrease chronic absenteeism by .05%.	Not met. Chronic absenteeism increased 6.9% from 2016-2017 to 33.4% in 2017-2018 (the state rate with the revised CALPADS criteria was used this year). The chronic absenteeism rate for middle school students increased from 39% in 2016-2017 to 43.9% in 2017-2018 and was red on the California Dashboard.

Expected

Actual

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

Not met. The Community School suspension rate increased from 23.9% in 2016-2017 to 24.0% in 2017-2018 and was red on the California Dashboard.
The Court School suspension rate increased from 6.4% in 2016-2017 to 8.6% in 2017-2018 and was red on the California Dashboard.
This year (2018-2019), the current Community School suspension rate is at 2.5% and the Court School suspension rate is less than 1%.

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

The dropout rates were not reported last year.

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%.

Met. The Community School total reported as moderate (48%) and high (29%) on the 2018-2019 CHKS on School Connectedness was 79%, which was an increase from the 70% in 2017-2018. The Court School total reported as moderate (45%) and high (25%) on the 2018-2019 CHKS on School Connectedness was 70%, which was the same result in 2017-2018, however, it did not meet the expected growth of 5%.
The Community School total percent of students responding that they felt very safe or safe declined from 54% in 2017-2018 to 51% in 2018-2019. The Court School total percent of students responding that they felt very safe or safe was 54% in 2018-2019, which was the same in 2017-2018.

Expected	Actual
Improve the percent of parents who agree on the Alt. Ed. Parent Survey on "The school promotes parent participation in school activities" by 1%.	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 84.8% in 2017-2018 to 83.7% in 2018-2019. 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" declined from 92.4% in 2017-2018 to 90% in 2018-2019.
Facilities will be maintained in good repair as indicated on the 2018-2019.	Met. Facilities were rated as good on the 2018-2019 Facilities Inspection Tool. RCOE conducted the annual inspection of all school sites using the Facilities Inspection Tool which rates the condition of systems (gas leaks, mechanical, HVAC, sewer), interior rooms (surfaces), cleanliness (overall cleanliness, pest/vermin infestation), electrical (electrical outlets, switches, lights), restrooms/fountains (restroom cleanliness, sinks, toilets, drinking fountains), safety (fire safety, hazardous materials), structural (damage, roofs), and external (school grounds, windows, doors, gates, fences) and provides an overall rating of good, fair, or poor. All facilities were rated as in good condition.

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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	The monthly staff development schedule included MTSS professional collaboration time to develop individualized student intervention plans by utilizing data analysis and pairing the academic information with implemented positive behavior supports to support individualized learning. Principals, teachers and para-professionals met and reviewed student data related to attendance, behavior, and academics, and developed student intervention plans. This year, the focus on the implementation of other means of correction (counseling, mentoring, mental health services, behavior plans) and incentives were implemented at all sites as a part of PBIS to improve student behavior and to reduce suspensions. An Instructional Specialist was hired this year to provide in-class support for teachers for student	$3,000; $540; $1,800 Total: $5,340	$3,000 $1,099 $2,020 3010 6690 6690 4300 4300 5892 Total: $6,119

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	behavior intervention and staff development on Boys Town strategies. A School Social Worker was hired in March 2019 to provide intensive support of our families. Special education staff focused on providing supports and resources to promote safe, positive environments. Specific support trainings were provided on effective vs. ineffective consequences, Boys Town and Total Transformation, the Why's of Behavior and Functionally Equivalent Replacement Behaviors (FERBs), alternatives to suspensions, and how trauma impacts behavior. Monthly community resources are sent to all administrators to share with staff and parents. This includes but is not limited to an extensive community resource binder, monthly TAY calendars, as well as parent support classes Students were provided support		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	with community connections by being provided with community service opportunities. These activities occurred after school and on the weekends. Student participated in Riverside's Art Walk and will also be volunteering at the #YouMatter community event in April. The California Healthy Kids survey was administered in January 2019 in the Court and Community sites.		

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Improve student attendance in school. Implement monthly SART meetings, home visits, and attendance incentives. Implement regional quarterly SARB meetings after SART meetings.	In order to improve student attendance, a comprehensive incentives point-system was implemented along with bus passes for transportation to school, home visits by school staff and Sold Ground consultants, and the addition of a school social worker (in recruitment). The teachers at	$2,000; $23,300 Total: $25,300	$2,000 $23,300 0804 0804 4300 5892 Total: $25,300

each site served as mentors for middle school students to address school connectedness. SART meetings were held at school sites using Attention 2 Attendance (A2A) data monitoring. Quarterly SARB meetings were scheduled. The special education instructional specialist worked directly with all 8th grade students and families who were listed as chronically absent. Parents were provided with supports in the areas of transportation, community sports programs, student supports on site, and community connections.

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	The Wiley Center provided direct support to students for trauma counseling, Seeking Safety Classes, and counseling as part of rehabilitation plans. The Wylie	$73,000 Total: $73,000	$75,000 6500/6512 5800 Total $75,000

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.

Center provides the following to the students in the Community School:

• Provides school based-prevention and intervention services including, but not limited to, counseling for individuals, groups of students, staff and parents on issues regarding discipline, attendance, academic, family related problems, suicide prevention and parent classes.

• Specific services include the following:

o Screening/Assessment: Utilizes approved screening tools such as the Adverse Childhood Experiences (ACEs).

o Counseling: Crisis Intervention, risk assessments, group counseling, short term individual counseling related to interpersonal substance use/abuse, and or behavior problems, referral services, guidance counseling.

o Coping Skills Class: The use

of evidence-based strategies to design to increase resiliency and develop coping strategies for trauma and substance abuse.

o Recidivism: Provides counseling specifically to students who been expelled/suspended and want to return to their home school.

o Mental Health Therapy: More intensive Mental Health Treatment for students and families who are medical eligible and referred post-screening. Services are provided by MSW/ MFT's and intern therapist.

o Triple P—Positive Parenting Program: Triple P is designed to prevent social, emotional, behavioral, and developmental problems in children by enhancing their parents' knowledge, skills, and confidence. The program, which also can be used for early intervention and treatment, is founded on social learning theory and draws on cognitive,

developmental, and public health theories.

o Seeking Safety: Seeking Safety is an evidence-based practice for program participants and reduces the duration and harmful effects of trauma for individuals who are at risk of developing mental health problems as a result of traumatic experience and substance abuse. This service is for Transitional Age Youth (TAY) ages 16-25.

o Goals: Goals is measured by screening/assessments and referral process, student participation completion of counseling sessions, completion of services and the stability of the student.

The Wiley Center counselor meetings with students totaled 334 at ARLC, 571 at BGRLC, 135 at DLLRLC, 285 at DFKRLC, 272 at PSCS, and 857 at VVRLC.

The Riverside University Health

System-Behavioral Health (RUHS-BH) provides the following in the Court School:

*Participation at IEP meetings for Educationally Related Mental Health Services (ERMHS). ERMHS goals and present levels relating to students emotional/social skills are developed annually by RUHS-BH (These goals are written in measurable terms and have an identified baseline. Progress report/updates on goals is completed quarterly by RUHS-BH staff. Behavioral health services may be increased or decreased during IEP meetings).

*Provides data to support the increase or decrease of services and states how this increase/decrease relates to the educational setting.

*Delivers services prescribed in the student's IEP in accordance with the milieu of Juvenile Hall and/or YTEC.

ERMHS is individualized to meet

the needs of the student based on the Juvenile Hall and/or YTEC milieu. Services include screening, assessment, individual and/or group therapy, case management, collateral contacts, and linkage to appropriate mental health services following release. *RUHS-BH staff may attend an IEP meeting for a student who does not have identified ERMHS or for whom ERMHS is not being considered.

The Alternative Education school psychologist is a trained county presenter for Youth Mental Health First Aid. This program is designed to teach parents, family members, caregivers, teachers, school staff, peers, neighbors, health and human services workers, and other caring citizens how to help an adolescent (ages 12-18) who is experiencing a mental health or addiction challenge or is in a crisis. Youth Mental Health First

Aid is primarily designed for adults who regularly interact with young people. The course introduces common mental health challenges for youth, reviews typical adolescent development, and teaches a five-step action plan for how to help young people in both crisis and non-crisis situations. Topics covered include anxiety, depression, substance use, disorders in which psychosis may occur, disruptive behavior disorders (including AD/HD), and eating disorders.
The Skillstreaming and Come and Get it Nutrition program were implemented during advisory. This action will be modified in 2019-2020.

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Implement programs to support social-emotional learning and to	Mentoring/Intervention support was provided by Tyrone	$98,400 Total: $98,400	$98,400 3010

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.

Montgomery (NFL mentor) for 71 students across four sites (27 at ARLC, 16 at BGRLC, 12 at DLLRLC, and 16 at VVRLC). Mr. Montgomery provided mentoring for students who experienced grief, post-traumatic stress, depression, anger, anxiety, crisis, or neglect or abuse at home.

Site staff members (classified and certificated) served as mentors for middle school students in order to address school connectedness. La Sierra University college students provided with Community School students with mentoring on academic achievement and college planning. The Community School students reported that the college students helped them understand their assignments and that having them on campus was cool. Students asked about attending college and engaged with them

5800
Total: $98,400

academically and through sports.Seven Community School students attended the Young Man's Conference which brings together young men from Riverside Unified and Alvord Unified School districts, mentors from the government, school, and business sectors, and civic leaders to discuss the obstacles young men are facing today and the opportunities they have to overcome them.

The after school program at Betty Gibbel RLC engaged students in math tutoring and performing arts from August to December 2018.

Action 5

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

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.	Alternative Education contracted with Riverside County Probation to implement the Community Diversion Team (CDT). The CDT provided a probation officer on campus at the following 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, CDT probation officers also provided services to the entire school population. The services of the probation officer were changed this year.	$198,000 Total: $198,000	$198,000 0805 5800 Total: $198,000

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to implement a	The Coordinator of Student	$175,744, $500	$179,308 $0

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.

Transitions facilitated educational transition placement for foster youth and 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 increased the focus on data tracking, making corrections/identifications of 21 enrolled foster youth students, meeting with 60 students individually to develop transition plans, tracked and aided in enrollment for 52 former drop-outs, and coordinated 256 educational transition placements for Court School students. The coordinator assisted with after-care probation for 51 students while in facility on development of education component of pre-release plan and coordinated education support for 75 graduate students with

Total: $176,244

7366 0805
1305/3000 4300
Total: $179,306

ICEV/CTE & RCC/FASFA. The coordinator provided additional supports for students/families-community-based needs. Communicated regularly with school district CWA office when AB490 letters were received by probation of students returning back into their district of residence after successful completion of group home placements. Offered support for educational enrollment to the family as well. Attend weekly interagency screening meetings with Probation twice weekly, averaging 5 youth per screening (To date-screened 247 youth). Attended JUST meetings.
As a member of JCAT, in collaboration with Riverside County Probation Department, Riverside University Health Services-Behavior Health, the Inland Regional Learning Center, Immaturity Training material and curriculum were developed to address youth who are deemed

currently incompetent but eligible for competency with training. Instructors (Probation and Behavior Health staff members) of the program are provided "special education 101" by RCOE staff to gain an understanding of how to teach youth with special education needs.

Action 7

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

Continue to provide physical education and intramural athletic programs for students.	Physical education courses were 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 2018-2019, over 300 students participated in the intramural sports program in flag football, basketball, soccer, and volleyball.	$350,164; $6,000; $500; $500, $58,580 Total: $415,744	$230,353 $0 $1,686 $540 $500 $53,580 $4,705 0804 0804 0804 0804 0804 0804 0804 1000/3000 1120 4300 5610 5700 5761 5892 Total: $291,364

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain clean and safe schools. • Implement suicide prevention/crisis intervention plan aligned with AB 2246. • Implement trauma-informed care for positive classroom environments.	The Alternative Education Suicide Prevention Pan was implemented to address the needs for high risk crisis issues. Teachers were trained on trauma-informed care. A report in Aeries was created for the	$598,072; $122,292; $4,838; $171,257; $432,614; $33,601; $40,378; $42,645; $71,000; $3,000 Total: $1,519,697	$612,738 $122,852 $1,500 $169,826 $432,614 $31,009 $22,922 $32,546 $67,850 $13,083 0804 0804 0804 0804 0804 0804 0804 0804 0804 0804 2908/3000 2100/3000 4300 5800 5715 5500 5620 5640 5920 57XX

• 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.

MTSS process. Full-time campus security supervisors were assigned to all Community School sites. The school resource officer was continued at BGRLC along with canine detection at all sites. The Raptor visitor identification system was implemented at three sites this year. New student identification card systems were purchased and implemented at all sites this year. Annual Williams facility inspections were completed for all the school sites. In addition, the Title 15 Annual Juvenile Facility Program Review and Evaluation was conducted at all the Court School facilities in March 2019. All school sites were maintained and in good condition in order to provide an environment conducive to student learning. Custodial services were provided directly by RCOE staff or through vendors with whom we partner. Repair and maintenance

Total: $1,506,940

services were completed in a timely manner and service as repair work orders are given the highest priority. The overall rating was good on the School Facility Good Repair Status.

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to implement the Social Work intern program.	The seven Social Work interns provided counseling to 167 students at six sites as of March 25, 2019. The students were provided counseling for academics and behavior. The number of students who received counseling was 27 at Arlington RLC, 35 at Betty Gibbel RLC, 20 at DLLRLC, 12 at Don F. Kenny RLC, 23 at Palm Springs, and 50 at Val Verde RLC.	$45,000 Total: $45,000	$45,000 3010 5800 Total: $45,000

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.	In 2018-2019, Parent Engagement Leadership Initiative (PELI) workshops and college success events were implemented at all sites. A total of 17 parents attended the PELI events, 25 attended the College Success, and 84 parents attended the quarterly parent night activities. InTouch was purchased and implemented to replace Edulink as the automated telephone calling system.	$7,500; $26,000 Total: $33,500	$1,380 $26,000 0804 3010 5892 5850 Total: $27,380

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 School Site Councils (3 elected parents and 3 attended the meetings), English Learner Advisory Councils (10 parents, 8 students), and the District English Learner Advisory Council (6 parents), and PAC (6 parents)	$5,000 Total: $5,000	$0 0804 5892

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 eleven LCAP actions were implemented to connect students to school in positive and safe learning environments.
All eleven LCAP actions were implemented to connect students to school in positive and safe learning environments. The actions to reduce suspensions were fully implemented with successful outcomes. The focus on the implementation of PBIS/incentives (Action 1), other means of correction using mental health counseling/services (Action 3), mentoring (Action 4), and social work intern counseling (Action 9), and the work of the instructional specialist to provide in-class support for teachers for student behavior intervention and staff development on Boys Town strategies reduced student suspensions this year. Improved student/data tracking (Action 6) enhanced student transitions. The after school sports program and the addition of eSports motivated students to attend school.
The actions to improve student attendance led to varying degrees of success. A comprehensive incentives point-system was implemented along with bus passes for transportation to school, home visits by school staff and Sold Ground consultants. The teachers at each site served as mentors for middle school students to address school connectedness. SART meetings (Action 2) were implemented at all school sites, however, the outcomes were not successful. The School Social Worker was not hired until March 2019. The Community Diversion Team (CDT) was changed and will not continue next year (Action 5).
The actions to address student safety were fully implemented (Action 8). Programs/Services such as the Alternative Education Suicide Prevention Plan, trauma-informed care, the MTSS process, full-time campus security supervisors, school resource officer, and canine detection provided a comprehensive support system for students. The Raptor visitor identification system was implemented at three sites this year. New student identification card systems were purchased and implemented at all sites this year. Annual Williams facility inspections were completed for all the school sites.
Parent engagement improved this year through (Action 10 and 11) Parent Engagement Leadership Initiative (PELI) workshops and college success events. InTouch was purchased and implemented to replace Edulink as the automated telephone calling system.

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

All eleven LCAP actions were implemented to increase high school graduation and college and career readiness. The LCAP metrics were based on 2017-2018 performance on the California Dashboard/DASS and did not measure the effectiveness of the actions in 2018-2019. The overall effectiveness of the actions/services was measured by current year data, qualitative information, and input from stakeholder groups. 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
Action 1 (PBIS/incentives), 3, 4, and 9 (other means of correction using mental health counseling/services, mentoring, and social work intern counseling), and the work of the instructional specialist to provide in-class support for teachers for student behavior intervention and staff development on Boys Town strategies (Action 1) were designated as effective due to the reduction in student suspensions this year. Action 6 (student/data tracking) and 8 (Suicide Prevention Plan, trauma-informed care, the MTSS process, full-time campus security supervisors, school resource officer, and canine detection) were designated as effective due to the number of students who were supported in their enrollment in subsequent schools. Action 7 (school sports program and the addition of eSports) was designated as effective due to the number of students involved in the programs.
Action 10 and 11 (parent engagement and decision making) were designated as improving due to the number of parents involved in the forums and events and the responses on the surveys.
Action 2 was designated as developing due to the middle school chronic absenteeism rate which did not improve in 2018-2019. Action 5 (Community Diversion Team) was designated as developing due to the low number of students who participated in the program.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

A total of $2,473,991 was allocated for Goal 2 in 2018-2019 and the estimated expenditures were $2,473,991. The difference in the initial 2018-2019 budget projection was $124,380 less in expenditures overall due to reduced spending Action 7 ($124,380 less than expected costs-one PE teacher position was not replaced due to low enrollment in the desert), Action 8 ($12,757 lower costs for custodial and maintenance services), Action 10 ($6,120 less than expected costs for the new auto-dialing system), and Action 11 ($5,000 less than expected costs for the SSCs, ELACs, and DELACs). The overall decrease was offset somewhat by higher than projected expenditures in Action 3 ($2,000 higher due to increase in the hourly rate of the Riverside University-Behavioral Health counselors) and Action 6 ($3,062 due to increased personnel costs).

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

The 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 2019-2020 LCAP:
• Continue PBIS and Restorative Practices with incentives.
• Continue a comprehensive incentives point-system and communicate the program to parents.
• Continue bus passes for transportation to school.
• Continue the teacher mentor program for middle school students to address school connectedness.
• Continue Social Work Intern counseling on academics and behavior.
• Continue behavioral health counseling for students.
• Continue the NFL mentoring/intervention service.
• Continue the Coordinator of Student Transitions to support students returning to school districts.
• Continue intramural sports program and add eSports.
• Continue parent involvement/training.
• Continue Aeries Parent Portal.
• Continue after school ad online tutoring and after school performing arts program.
• Continue the instructional specialist to provide in-class support for teachers for student behavior intervention and staff development on Boys Town strategies.
• Continue the School Social Worker was hired in March 2019 to provide intensive support of families.
• Continue the Alternative Education Suicide Prevention Pan to address the needs for high risk crisis issues.
• Continue trainings on trauma-informed care.
• Continue full-time campus security supervisors at all Community School sites.
• Continue school resource officer at BGRLC along with canine detection at all sites.
• Continue the Raptor visitor identification system and student identification card systems.
• Continue InTouch as the automated telephone calling system.
• Discontinue the Community Diversion Team.

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:

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

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

Actual

The CELDT was replaced by the ELPAC in 2017-2018. The CELDT was not administered in 20172018 and the ELPAC was administered in the spring of 2018. The ELPAC was administered for the first time in 2017-2018 and there are comparable scores to demonstrate growth.

Partially met. EL student scores on the TELL increased from 21% in 2016-2017 to 22% in 2017-2018, but did not meet the 5% expected target.In 2018-2019, 32% of EL students scored high or advanced on the TELL.

El reclassification will improve by 5%.	Not met. EL Reclassification Rate declined from 1% in 2016-2017 to 0% in 2017-2018.
EL growth on Smarter Balanced Assessments in ELA will improve by 5%.	Partially met. EL growth on the CAASPP in ELA increased from 0% in 2016-2017 to 1.6% in 2017-2018, but did not meet the expected target. The Community School English learner student group distance from standard on the CAASPP in ELA declined by 7.6 points, which was similar to the English only students who declined by 6 points.
EL growth on Smarter Balanced Assessments in math will improve by 5%.	Partially met. EL growth on the CAASPP in math remained at 0% in 2017-2018. The Community School English learner student group distance from standard on the CAASPP in math increased by 16.4 points in 2017-2018, which was higher than English only students who increased by 6.1 points on the CAASPP in math.
Certification to teach English learners (CLAD, BCLAD, or SDAIE/SB1292) will be maintained at 100%.	Met. Certification to teach English learners (CLAD, BCLAD, or SDAIE/SB1292) maintained at 100%.

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 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.	As a part of the core program, English learners received designated and integrated ELD based on their language proficiency level from qualified teachers. The core instructional program in designated and integrated ELD was structured according to the three premises in the California ELD Standards: using English purposely; interacting in meaningful ways; and learning how English works. ELD instruction ensured that students engage in use of English purposely for expression (e.g., expository, narrative, persuasion) and to make informed choices about language resources (e.g., organization, grammar, vocabulary). ELD instruction was focused on allowing EL students to interact in meaningful ways through three communicative modes; collaborative, interpretative, and	$10,261; $10,000 Total: $20,261	$0 $5,250 4203 0804 4300 4300 Total: $5,250

productive.

Integrated English Language Development instruction was implemented using the state-adopted ELD standards in tandem with the state-adopted academic content standards. Integrated ELD included specially designed academic instruction in English (SDAIE). In RCOE Alternative Education, all teachers possessed certification to teach English learners (CLAD, BCLAD, or SDAIE/SB1292). Assessments were administered to determine initial language proficiency in English (diagnostic assessment), progress in learning English (formative assessment), and levels of achievement (summative). The English Language Proficiency Assessment for California (ELPAC) was used to identify English learners who needed support to learn English or as proficient in English. The ELPAC

summative assessment was administered to all English learners from February 1 through May 31 each year. The ELPAC measures student skills in listening, speaking, reading, and writing. The ELPAC is aligned with the 2012 California ELD Standards, which have three proficiency levels (Emerging, Expanding, and Bridging). The ELPAC consists of four performance level descriptors (PLDs), which take into account the categories of Emerging, Expanding, and Bridging. The ELPAC general PLDs consist of minimally developed (1), somewhat developed (2), moderately developed (3), and well developed (4). The Test of English Language Learning (TELL) from Pearson Education was used to diagnose student skills in order to establish a baseline at the time of enrollment to the end-of-

semester. The TELL enabled teachers to target specific skills in listening, speaking, reading, and writing for instruction in ELD and for support in the intervention class. TELL occurred on classroom iPads. Headphones were utilized creating a private experience unique to the student being tested.

Teachers monitored EL student learning using results from formative assessments (AccucessPre-/Post-Test, TELL, short-cycle assessments) at monthly MTSS collaborative meetings during Wednesday PLCs in order to target instruction based on needs and implement classroom interventions to address gaps in learning. Targeted instruction for EL students in ELD, ELA, and math was provided by teachers using small group and personalized instruction.

As a part of the core program,

designated ELD was implemented during the ELD course using the ELD standards as focus of instruction. Students were heterogeneously grouped for instruction based on their language proficiency levels. Integrated ELD was implemented for English learners in the core content classes.

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.	Students engage in differentiated instruction/universal design for learning (scaffolding, Thinking Maps, small groups) by teachers with certification to instruct English learners. Scaffolding tools for all students to access complex texts, academic writing tasks, and speaking and listening tasks addressed cognitive skill development. The Thinking Maps supported	$95,248; $51,288; $5,000 Total: $151,536	$12,466 $4,330 $0 3010 3025 0804 1100/3000 1100/3000 4300 Total: $16,816

students' progression from concrete to abstract concepts, think with depth, and directly apply their thinking. Designated ELD blended-online curriculum engages English learners with student-centered, graphic novels, multi-media, supports for meaning making through close-reading and annotations, effective expression with supports for writing to sources with mentor texts and models, and language development with concept vocabulary and syntax practice. Additional resources for differentiation and personalization for English Learners included oral fluency practice, translation support, glossary terms embedded at point-of-use in English and Spanish, EL teachable moments, graphic organizers, high-interest texts, word-study worksheets, and bilingual Spanish and English audio recordings and summaries.

English learners engage in diagnostic, formative, and summative assessments in each course/content area throughout the school year. Assessments were administered to determine initial academic levels of achievement in ELA and math (diagnostic assessment), progress monitoring (formative assessment), and levels of achievement (summative). Accucess (Edmentum-Plato replaced Renaissance Learning) was used to assess student academic levels in both reading and mathematics at the beginning of each semester followed up with a post-test 90 days after the pretest. ELA and mathematics short-cycle assessments were administered through the IO Education (formerly EADMS) platform which enabled teachers to disaggregate results by student group, grade-level, and program

definition. Teachers used the data to personalize instruction. These assessments helped teachers target their instruction on the priority standards by providing specific corrective feedback on incorrect answers and rationale to guide their re-teaching. Teachers also facilitated the CAASPP Interim Assessment Blocks, created by the Standards-Based Assessment Consortium. Data were analyzed by teachers during monthly MTSS meetings to plan classroom instruction and modify individualized student learning by targeting specific student needs.

Units of study based on the California standards in ELA, math, science, and social science were implemented along with quarterly short-cycle assessments as formative measures to monitor student learning and achievement in the core content areas. Units of

study were organized by themes and inquiry in order to address engagement and attendance challenges by bridging not only the content across subject and the quarter, but also personal interest and curiosity. Teachers used the theme and inquiry in ELA, Designated ELD, Social Studies, and other courses to create relevant connections to the theme, students' prior knowledge, and new content knowledge. Embedded within the units of study for science and social studies were curriculum and standards-based projects. Aeries, the student information system, provided teachers with a digital gradebook in which students and parents had access to student grades and progress.

Action 3

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

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 learners. Analyze data on EL students to monitor progress and use the reclassification process to reclassify students.

In the fall of 2018, the reclassification criteria were changed to address the updates in the assessment of English language proficiency. The measures used to determine whether an English learner shall be reclassified as fluent English proficient included an assessment of English language proficiency using the English Language Proficiency Assessment for California (ELPAC) with the an overall score of 3 (Moderately Developed) or 4 (Well Developed) with each subtest at 3 or 4. The second reclassification criterion was student performance of basic skills in English on the Smarter Balanced Assessment in ELA or on the Accucess (online diagnostic assessment and curriculum tool in reading and writing) that shows whether the student is performing at or near grade level. The third criterion

$1,000; $3,000
Total: $4,000

$100 $3,000 $600
0804 0804 0804
4300 5892 5200
Total: $3,700

was participation of the student's classroom teacher and any other certificated staff with direct responsibility for teaching or placement decisions related to the student using the Cognitive Academic Language Proficiency (CALP) scale. The minimum for Reclassification to Fluent English Proficient (RFEP) is a rating of 5 in three of the four categories, with the rating of four (4) in the remaining category (nineteen (19) points out of twenty (20)). The CALP scale includes the following domains: Reading Comprehension, English Syntax and Structure. English Curriculum Proficiency, and Expressive Language Ability in Content Areas. The fourth criterion was parent/guardian opinion and consultation. The principal or teacher shall consult with the parent/guardian to determine the opinion of the parent on the reclassification of their child.

In January 2019, the reclassification criteria were updated to reflect the change in the assessment of English language proficiency using the English Language Proficiency Assessment for California (ELPAC) by eliminating the ELPAC sub-test scores and replacing it with an overall score of 4 (Well Developed).

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 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) and instructional scaffolds (Thinking Maps) was implemented in ELA, math, social science, and science. The Coordinator of Instructional Innovation and Support was vacant for a significant part of the year (September to March) due to a lack of qualified candidates (Action 2). Reclassification (Action 3) continued 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 to improve English learners in acquiring proficiency in English. The LCAP metrics were based on 2017-2018 performance on the California Dashboard/DASS and did not measure the effectiveness of the actions in 2018-2019. The overall effectiveness of the actions/services was measured by current year data, qualitative information, and input from stakeholder groups. 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
Action 1 was designated as improving based on the 2018-2019 EL student scores on the TELL, MTSS data team meetings, and classroom observations of teacher lessons. Action 2 was designated as developing due to classroom observations of the use of instructional scaffolds and the lack of a Coordinator of Instructional Innovation and Support. Action 3 was designated as developing with the initial implementation of the the new EL

reclassification process.

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 2019-2020 LCAP:
• 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.
• Provide tutoring to EL students in ELA and mathematics.

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

Annual Measurable Outcomes

Expected

Actual

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 full implementation and sustainability.

The local performance indicator for Priority 9 on the implementation of a current, comprehensive, coordinated Triennial Plan for serving expelled students was maintained at 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 full implementation and sustainability.

The Student Referral was maintained at full implementation and sustainability.

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 full implementation and sustainability.	Partial Credit MOU with school districts was maintained at full implementation.
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 initial implementation to full implementation.	The average rating on the five-point scale for the eight program components of the Foster Youth Coordination of Services was maintained at 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	The Riverside County Superintendent of Schools, Riverside County	$225,693; $159,944; $546,880; $705,236; $433,297; $1,827,631;	$237,489;$143,395; $566,242; $705,194; $465,522; $1,635,691; $243,518; $104,562; $19 $3,000; $33,260; $140,456; $ 3,211 0804;0804;0804;0804;0804;0804;0804;0804;0804;0804;0804;0804;0804;0804 1305/3000;2401/3000;2100/3000; 1304/3000;2402/3000;1100/3000;2206/3000;1130/3000;2420/3000;4300;5200;5210/5640; Total: $4,361,581

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.

Probation, and Riverside County school districts worked collaboratively to provide programs for expelled students. The strategies identified in the 2018-2021 Riverside County Expelled Student Plan were successful in meeting the needs of the expelled students in Riverside County. The Riverside County Superintendent of Schools maintained

$124,425;
$397,654;
$18,000;
$52,629
$16,400;
$83,026;
$342,710;
$4,500
Total:
$5,007,054

regional community school sites to enhance access for school districts. The district contracts and community school referral process were successful in tracking student transitions between the school districts and the Community School program. RCOE and school districts ensured that partial credits were issued to support seamless transition between

schools and that transcripts were sent in a timely manner. Classroom-based instruction and independent study was provided to 671 students over the course of the school year (119.9 average daily attendance) 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.

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 535 students (223.1 students average daily attendance) over the course of the school year in the Court School for middle school and high school students in the four Riverside County Probation juvenile halls/YTEC.	$225,292; $96,486; $310,641; $139,337; $993,947; $52,629; $16,400 Total: $1,834,732	$178,478 $81,792 $307,320 $154,299 $1,072,737 $19,527 $16,978 0804 0804 0804 0804 0804 0804 0804 1303/3000 2401/3000 1304/3000 2401/3000 1100/3000 4300 5800 Total: 1,831,131

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Coordinate Foster Youth Services for Riverside County. Riverside County is committed to increasing	FYSCP supported DPSS, Probation, and Behavioral Health in several collaborative and	$311,398; $267,718; $16,663; $128,900 Total: $724,679	$422,596 $244,218 $5,867 $153,250 7366 7366 7366 7366

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

strategic planning meetings including the Continuum Services of Care, Joint Partnership, ILP Consortium, Commercially Sexually Exploited Youth, and Joint Operations meetings.

The DPSS contracted Educational Liaison team started the year with two educational liaisons and one counselor. One educational liaison retired and FYSCP worked with DPSS and changed two educational liaison positions to counselor positions to provide more targeted services in December 2018. The counseling positions were not filled due to the ongoing recruitment of qualified candidates. The current team attended Child Family Team decision meetings to support the educational needs of foster youth. Current staff participated in meetings where school and home placement is addressed in addition to supporting Riverside

1305/3000 2000/3000 4300 5800
Total: $825,931

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.

County Foster Youth District Liaisons (FYDLs) when there is a potential placement change. Staff also trained foster parents through Foster Family Agencies and social workers on foster youth education laws.

FYSCP continued to work with DPSS on a way to pull data from CWS/CMS on the number of placement changes during the school year. One attendance registration technician supports districts by helping them reconcile their 5.7 Cal Pads report with CWS/CMS. FYSCP is currently in the process of purchasing an Educational Passport system that will allow districts, Probation, and DPSS to share information on foster youth.

FYSCP continued to partner with child welfare to address school mobility and school stability for foster youth. FYSCP facilitated four quarterly Executive Advisory Council (EAC) meetings that

included the Riverside County foster youth district liaisons as well as DPSS, Probation, post-secondary education and community partners. This year RCCD agreed to partner with FYSCP to co-facilitate meetings. The meetings were constructed to provide a place for stakeholder feedback as well as support for our FYDLs. The main areas of focus this year was on transition services for foster youth, understanding and utilizing data, increasing graduation rates, decreasing suspensions and addressing barriers to academic achievement. 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.

RCOE FYSCP worked with the

23 Riverside County 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 ensuring school stability and maintaining foster youth in their school of origin.

FYSCP provided training on foster youth laws, post-secondary education, and trauma informed care to 342 participants at the annual Foster and Homeless Summit. Districts who qualified for Differentiated Assistance were offered sponsorships to ensure they had access to this valuable day of training. The following districts eligible for Differentiated assistance (DA) as a result of the fall 2017 dashboard attended: Hemet USD, Lake Elsinore USD, Moreno Valley USD, and Perris Union USD. The following districts eligible for

Differentiated assistance (DA) as a result of the fall 2018 dashboard attended: Desert Sands USD, Jurupa USD, Murrieta Valley USD, Riverside Unified, and Val Verde USD. Differentiated assistance was provided to four districts that qualified for the foster youth student group under the fall 2017 dashboard and 8 districts for the foster youth student group for the fall 2018 dashboard. Fall 2017 DA districts were provided the following supports: Moreno Valley Unified School District was provided three trainings on foster youth laws including AB 490 and AB 216, Lake Elsinore Unified School District was provided guidance on creating a strategic tutoring program, and all four districts were offered training in creating a site level mentoring program. Moreno Valley, Lake Elsinore, and Hemet took advantage of this opportunity and sent staff to be

trained.
First priority for all trainings offered by the FYSCP was offered to districts qualifying for differentiated assistance.

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	FYSCP restructured the supports for school districts to fully align with the goals of a foster youth services coordinating program by recruiting counselors to work with school districts on increasing the graduation rate and college and career readiness of foster youth in Riverside County. Strategic tutoring was not implement by the FYSCP this year due to the re-alignment of serves. FYSCP provided support to school districts on the process to implement strategic tutoring in their district. FYSCP	$233,260 Total: $233,260	$57,638 7366 1201/3000 Total $57,638

restructured the supports for school districts to fully align with the goals of a foster youth services coordinating program by recruiting counselors to work with school districts on increasing the graduation rates and college and career readiness of foster youth in Riverside County. FYSCP hired one counselor in the fall and two in March 2019. The FYSCP Coordinator and new counselor focused their efforts in working with districts eligible on the fall 2018 dashboard for differentiated assistance for foster youth. An initial eligibility meeting was provided for all eight districts qualified for differentiated assistance for the fall 2018 dashboard for the foster youth student group. Initial root cause analysis meetings were held with all eight districts. A second root cause analysis meeting was held to dive deeper into the factors contributing to the

reasons districts were identified for the foster youth student group.

The FYSCP coordinator and counselor met with DA districts individually to offer support and check in on their progress in determining root cause. The counselor attended a high school counselor meeting to provide support as requested by the FYDL at Jurupa Unified School District. Two follow up meetings were held with Riverside Unified and one meeting was held with Perris Elementary and Palm Springs Unified School District. The FYSCP coordinator worked directly with Murrieta Valley Unified School District to assist in the two root cause analysis meetings. Murrieta Valley USD expressed interest in partnering with the FYSCP to develop and roll out a mandatory training in trauma informed practice for their staff for the 2019-2020

school year.

The FYSCP sponsored five members of the Executive Advisory Council (EAC) to attend the annual Foster Youth Education Summit in Sacramento. FYDLs from Jurupa USD, Murrieta Valley USD and Val Verde USD were sponsored and attended. All three districts qualified for DA for fall of 2018. Five district FYDLs were offered sponsorship to the Student Wellness Conference. Two accepted the offer and attended.

The FYSCP coordinator and counselor provided two trainings on foster youth needs to district principals through the New and Experienced Principal Network as well as the Alternative Education Principals Network. The FYSCP coordinator, coordinator of student transitions, and educational liaison presented on foster youth data and the FYSCP program

change to focus on fully implementing a coordinating program was presented at the Instructional Leaders Network. This year, 56 FYDLs and school staff were trained creating a site level mentoring team including staff from Lake Elsinore USD, Moreno Valley USD, and Hemet USD which were identified as eligible for differentiated assistance on the fall 2017 dashboard. Desert Sands USD, Murrieta Valley USD, Riverside USD, and Palm Springs also participated and were identified eligible for differentiated assistance on the Fall 2018 dashboard.

Collaboration meetings were offered to districts not eligible for differentiated assistance. Two meetings were held with Alvord USD and Corona-Norco USD. At the request of Corona-Norco USD, FYSCP is currently in the planning stages of creating a network to share best practices

on a semi-monthly basis. FYSCP staff also attended the Temecula Unified School District foster youth event. Foster Youth 101 was a training requested by districts. This training was offered at the School Counselor Leadership Network meeting, the Foster and Homeless Summit as well as two other dates. A surrogate training was also requested and offered.

Action 5

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

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.	At the beginning of the school year, two educational liaisons worked with DPSS and provided training and support for caregivers, staff within DPSS, behavioral health, partner agencies and the 23 school districts. FYSCP worked with DPSS and changed two educational liaison positions to two counseling positions to provided more targeted services in December 2018. The counseling positions have not been filled at this time due to ongoing recruitment of qualified candidates.	$384,869 Total: $384,869	$415,890 7366 1909/3000 Total: $415,890

Action 6

Planned Actions/Services	**Actual Actions/Services**	**Budgeted Expenditures**	**Estimated Actual Expenditures**
In order to increase foster youth graduation rates and college and career readiness, continue offering transition support	FYSCP restructured the supports for school districts to fully align with the goals of a foster youth services	$100,000 Total: $100,000	$1,832 $16,434 7366 7366 1201/3000 1301/3000 Total: $18,266

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.

coordinating program by recruiting counselors to work with school districts on increasing the graduation rate and college and career readiness of foster youth in Riverside County. FYSCP supported DA districts, Palm Springs USD and Desert Hot Springs USD in creating their own computer camp as well as supporting them financially in this project. A focus on ensuring school connectedness was established through providing a mentoring training which taught districts how to create a warm hand-off between schools as well as when students matriculate. FYSCP created a school connectedness survey which was shared at the March EAC meeting. FYSCP will be sharing the final product in the Fall 2019 EAC meeting.

The student resource specialist works with foster and at-promise youth on completing college

applications and the FAFSA. FYSCP is currently in the process of hiring a second Student Resource Specialist through a partnership with Riverside City College District (RCCD) to meet the transition needs of foster youth not currently served through the RCCD Foster Youth Support Network.

FYSCP is currently hiring counselors that will provide educational case management as well as support to districts to increase their capacity to serve foster youth. The current FYSCP counselor supported districts by attending the following college days focused on the unique needs of foster youth: Norco College Bound Day II and the UCR College Bound Welcome Day along with staff and students from Jurupa USD, Riverside USD, and Moreno Valley USD. All three districts were eligible for DA during the

Fall 2017 and 2018. The new FYSCP counselor also teamed up with Norco College to support student transitions by joining their foster youth success work group.

Action 7

Planned Actions/Services	**Actual Actions/Services**	**Budgeted Expenditures**	**Estimated Actual Expenditures**
Facilitate trainings on trauma-informed practices with the 23 Riverside County school districts and county-operated programs.	FYSCP facilitated a trauma-informed training for 342 attendees through the annual foster and homeless summit. FYSCP started the process of contracting with a district expert in trauma-informed practices to create a digital training that will be offered to districts in the Fall of 2019.	$1,000 Total: $1,000	$1,000 7366 4300 Total: $1,000

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 seven actions were implemented with significant changes to the foster youth actions. The actions for the Community School (Action 1) and Court School (Action 2) were fully implemented. Alternative Education restructured the supports for school districts to fully align with the goals of a foster youth services coordinating program by recruiting counselors to work with school districts on increasing the graduation rate and college and career readiness of foster youth in Riverside County.

Classroom-based programs and independent study were provided at 10 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 (Action 1). The instructional program was implemented in the Court School at four sites in Riverside County. One unit was closed in the Riverside area (one at AMC YTEC) leading to mid-year staff –reassignments and changes in facilities.

Foster youth staff collaborated with the 23 school districts to increase the capacity of district staff through trainings on foster youth laws, high school graduation, and college and career readiness. The FYSCP worked with DPSS, Probation, and the 23 school districts to finalize the ESSA transportation MOU.

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

LCAP actions were implemented to coordinate instruction for expelled students, youth on probation, and services for foster youth. The overall effectiveness of the actions/services was measured by current surveys, qualitative information, and input from stakeholder groups. 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
Action 1 and 2 were designated as effective due to the survey metrics, observations, and feedback from the school districts in Riverside County and Riverside County Probation. Actions 3-7 for foster youth were designated as improving based on the initial implementation status along with survey

metrics and observations.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

A total of $8,285,594 was allocated for Goal 4 in 2018-2019 and the estimated expenditures were $7,510,437. The difference in the initial 2018-2019 budget projection was $775,157 less in expenditures overall due to reduced spending Action 1 ($645,473 less for the Community School program due to reductions in staff), Action 2 ($3,601 less for the Court School), Action 4 ($175,622 less for supporting academic needs of foster youth due to two ongoing counselor vacancies/finding qualified staffing), and Action 6 ($81,734 less due to changes in transition activities). Expenditures were higher than projected in Action 3 ($101,252 for increased support services to districts and differentiated assistance) and Action 5 ($30,021 for increased costs for the staff working with DPSS).

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. The following actions will be implemented in 2019-2020:
• 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.
• Implement a foster youth data tracking system with the school districts, Probation, and DPSS.
• Provide differentiated assistance to the school districts in Riverside County for foster youth.
• Support foster youth with school stability and school of origin through the ESSA transportation MOU.
• Build district capacity on compliance with AB 490 and AB 216 evaluations.
• Train district staff on grade and credit protection/partial credit issuance.
• Train districts on implementing strategic tutoring, mentoring, counseling, and computer camps.
• Support districts with LCAP priorities for foster youth.
• Train and support districts with college and career transition services such as the CHAFEE Grant, FAFSA, college applications, warm hand off to college, and educational case management.
• Work directly with counselors of high school seniors to build their capacity to ensure appropriate scheduling, access and enrollment in appropriate courses including UC a-g, Honors and AP courses, access to extracurricular activities, and accurate transcript evaluations.

• Provide trainings to build district capacity to support the social-emotional and behavioral needs of foster youth in Trauma Informed Care and building a district Foster Youth Mentoring Team.

Stakeholder Engagement

LCAP Year: 2019-20

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 from October 2018 to April 2019. Meetings were held with staff, parents/guardians, and students at the school sites across the county (October 11, 2018 at ARLC, November 8, 2018 at DLLRLC, December 13, 2018 at DFKRLC, January 17, 2019 at Palm Springs, February 5, 2019 at BGRLC, and March 14, 2019 at VVRLC). Parents and students from the schools representing the different programs (classroom, independent study, and parenting teens) participated in the regional meetings. Parents and students also responded to surveys.

Stakeholders examined college and career readiness indicators (CAASPP ELA and math scores, enrollment in AVID, CTE and UC a-g courses, College Enrollment data) and reviewed evidence-based practices (America Achieves-Getting Real About Career Readiness: A Focus on Cross -Sector Competencies, May 2018; 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.

Stakeholders studied the data on student engagement and school climate (attendance, chronic absenteeism, suspensions, survey results) and reviewed evidence-based practices (Office of Elementary and Secondary Education (OESE), Technical Assistance Center) at site meetings and provided input for the development of actions for Goal 2.

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.

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 School Site Councils (SSCs) reviewed quantitative data and provided input on the LCAP at meetings on September 11 and 18, November 27 and December 4, February 12 and 14, March 19 and 26, April 15 and 16, April 30 and May 7. 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 11 and 18, November 27 and December 4, February 12 and 14, March 19 and 26, April 9 and 16, April 30 and May 7. 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 8, December 11, February 19 and April 20. The DELAC is made up of parents from the school ELACs. The Parent Advisory Committee (PAC) met to provide input on the LCAP on February 19, 2019. The PAC met for final review and consult on April 30, 2019. 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 18, November 8, January 22, and April 2) 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 28, 2019 to examine student data and teacher needs in order to prioritize staff development actions for 2019-2020. The Riverside County Office Teachers Association (RCOTA) and representatives of Chapter 693 of the California School Employees Association met to review the LCAP.

Community partners provided input into the LCAP at quarterly Alternative Education College Readiness Planning Committee meetings (June 27, 2018, September 17, 2018, October 2, 2018, December 14, 2018), quarterly Alternative Education Career Technical Education Advisory Committee meetings (October 9, 2018, December 4, 2018, March 5, 2019, April 11, 2-19), inter-agency meetings with Riverside County Probation (August 30, 2018,

November 13, 2018, February 20, 2019, and April 4, 2019), quarterly Foster Youth Advisory Board meetings (September 7, 2018, January 25, 2019 March 22, 2019, May 3, 2019), and during the monthly RCOE Child Welfare and Attendance meetings (September 27, October 25, November 29, January 31, February 28, March 28, and May 23, 2019). The members of the Foster Youth Advisory Board (15 school districts, DPSS, Loma Linda University, RCC and Moreno Valley College, RCOE, group home representatives, and former foster youth) discuss the needs of the foster youth in the school districts in Riverside County. The Alternative Education College Readiness Planning Committee includes five administrators from UCR Extension-Center (Dean of the UCR Extension Center, Associate Dean of Academic Programs and Director of Education Programs at UCR Extension, Instructor/Supervisor of Teacher Education/Graduate School of Education, UCR Program Coordinator, UCR Director of Professional Programs) and the RCOE Alternative Education Leadership Team. The Alternative Education Career Technical Education Advisory Committee includes the California Family Life Center, Cryoquip, Economic Development Agency (EDA), Riverside County Probation, and the Riverside Community College District. 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, input on programs for students in the Court School was discussed.

RCOE Alternative Education was provided support by the California Department of Education in the Differentiated Assistance process. Alternative Education worked with WestEd for Differentiated Assistance as a part of a tri-county consortium with the Orange County Department of Education and San Bernardino County Office of Education to leverage the capacity, experience, expertise, resources, and strengths of each county office. Through a consortium support provider approach, Alternative Education focused on identifying strengths and weakness relative to the state priority areas, reviewed performance level data, and used evidence-based programs and practices to address areas of need. Tri-county consortium meetings were held on February 25 and April 29, 2019. Differentiated Assistance meetings facilitated by WestEd were comprised of administrators, secretaries, attendance staff, teachers, and instructional assistants. Meetings were held with West Ed on March 19 and April 19, 2019. During the meetings, staff engaged in the improvement science approach for solving problems using Fishbone diagrams and the 5-Whys to understand root causes, conducting empathy interviews to gather information through direct dialogue, and process mapping to transform inputs to outcomes.

The Riverside County Board of Education reviewed the components of the LCAP at the meetings on March 6, 2019 (School Story and Outcomes on Metrics), on April 3, 2019 (LCAP Annual Update), and on May 1, 2019 (LCAP Draft). The LCAP will be presented at the Board meeting on June 5, 2019 for public review and comment and on June 26, 2019 for adoption.

Impact on LCAP and Annual Update

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

Based on the the information from the stakeholders meetings, the following four goals were reaffirmed for 2018-2019:
1. Students will graduate from high school well prepared for post-secondary education and careers.
2. Students will be connected to school and educated in positive, safe, and healthy learning environments.
3. English learners will acquire proficiency in English.
4. Instruction for expelled students and youth on probation and services for foster youth will be coordinated with the school districts in Riverside County.

The RCOE Alternative Education Leadership Team prioritized the proposed actions/services based on the metrics for the state priorities and the needs of the students in the Community School and Court School. The actions/services for each of the goals were revised to varying degrees for 2018-2019 based on the data, student needs, stakeholder input, and the Comprehensive Support and Improvement (CSI) and Differentiated Assistance process. The actions/services that impacted the LCAP for the 2019-2020 school year are organized by stakeholder group. The input from stakeholder meetings was site specific in some instances and program specific in others based on the perspectives of the groups.

The input provided by students, parents, and staff at the school site LCAP stakeholder meetings from October to March provided site specific information for the Community School and Court School. The following input served as an affirmation confirmation for the continuation of specific actions/services and recommendations for new services:
• Continue online tutoring (Located under Goal 1).
• Continue automated phone calls (Located under Goal 2).
• Continue incentives for achievement, attendance, and behavior (Located under Goal 2).
• Continue CTE and internships. The food provided by the culinary arts class students was remarkable during the stakeholder meeting at DFK RLC (Located under Goal 1).
• Continue Dual Enrollment courses and access through online platforms in computer-based jobs (Located under Goal 1).
• Add eSports and continue intramural sports and after school programs (Located under Goal 2).
Items from the parent survey on school climate indicated awareness of the programs to improve student academic achievement, attendance and behavior.
• Teachers evaluate student learning using different types of assessments (e.g., tests, essays, written assignments, projects, problem solving activities) (87%) .(Located under Goal 1).
• The school implements programs to improve student attendance (90%) (Located under Goal 2).
• The school implements programs to create a safe learning environment (96.7%) (Located under Goal 2).
• The school implements positive behavior programs (83.8%) (Located under Goal 2).

Parents, students, and staff recommended more of the following:
• Math support (Located under Goal 2).
• Counseling services (Located under Goal 2).
• After school programs. Students liked the plan to start eSports (Located under Goal 2).

Parent awareness of existing supports was noted as a need in the following areas:
• Aeries Parent Portal (Located under Goal 2).

The Program Services Quality Review Committee emphasized the importance of school safety through infrastructure upgrades (cameras, monitoring systems, safety procedures) and staff training on Crisis Go. In addition, supports to enhance student behavior such as incentives, counseling, and mentoring were acknowledged as important to continue in 2019-2020 (Located under Goal 2).

The Alternative Education Career Technical Education Advisory Committee recommended to focus on the development soft skills to prepare students for the workforce, add a welding pathway based on the needs for local industries, provide internships at Cryoquip Cryogenics, and offer pre-apprenticeships and apprenticeships for students who are 18 years of age or older. Conduct a CTE fair and auction that highlights Alternative Education products of learning (Located under Goal 1).

During the College Readiness Planning Committee meetings with the University of California, Riverside-Extension Center, the Dual Enrollment courses in the Networking Pathway in the Professional Certificate for Computer Technician will be expanded in 2019-2020. In addition, the summer camp at UCR will be continued for a fourth year (Located under Goal 1).

The Professional Development Planning Committee created the professional learning calendar for 2019-2020. The student scores in ELA and math on the CAASPP and local assessments indicated needs for staff development in Universal Design for Learning, (UDL), instructional strategies in ELA and math, re-training on the curriculum resources for ELA, math, history-social science, and science, and more time for lesson planning during MTSS data team meetings. The student attendance/chronic absenteeism data, suspension rates, and survey results indicated needs for staff development in PBIS, Restorative Practices, and Boys Town strategies, and a refinement of MTSS data team protocols (Located under Goal 1).

Members of the School Site Council emphasized the importance of maintaining actions related to school safety, counseling for students, and tutoring for students. The Parent Advisory Committee expressed their appreciation for the support that their children receive from the staff (Located under Goal 1, 2, and 3).

Parents on the English Leaner Advisory Committee and the District English Learner Advisory Committee recommended to continue providing tutoring for EL students, attendance incentives for students, translation services for parents, and programs to support parents with understanding college entrance requirements and financial aid (Located under Goal 1, 2, and 3).

The feedback on the components of the Riverside County Expelled Student Triennial Plan for 2018-2021 from the 23 school districts in Riverside County included appreciation for the Community School referral process and data exchange between RCOE Alternative Education and the 23 school districts on the enrollment and exits of students in the Community School and Court School (Located under Goal 4).

Riverside County Probation recommended to continue the Coordinator of Student Transitions to support student entry/exits and affirmed the need for the Dual Enrollment courses and tutoring for students. Probation was in alignment with RCOE Alternative Education's focus on increasing behavioral health services and student incentives in the Court School. The Court School Class Attendance Communication Sheet for Behavior Referrals/Suspensions was created to facilitate internal student movement within and between facilities. Probation will work wth RCOE to implement the WorkAbility program in Alan M. Crogan Youth Treatment and Education Center. Probation proposed an instructional day start time of 8:30 a.m. for 2019-2020 (Located under Goal 4).

The members of the Foster Youth Executive Advisory Board indicated that the Foster and Homeless Youth Summit was effective. The emphasis on programs to support foster youth with high school graduation, FAFSA completions, and college transitions were of high importance (Located under Goal 4).

The stakeholders involved in the Differentiated Assistance and tri-county consortium meetings prioritized chronic absenteeism, graduation rates, and academic achievement in ELA and math for 2019-2020. Resources from LCFF, Title I, and the ESSA CSI grant were budgeted for materials, staff development, and contracted services to improve student metrics in the aforementioned state priority areas. The use of the Alternative Education school dashboard and student data dashboards for monitoring student outcomes for the graduation rate (grades/credit completion), academic achievement (local assessments and IABs), CCI (CTE, college enrollment, workforce programs) attendance (absences), and suspensions during Leadership Team and school-site MTSS data team meetings were confirmed for 2019-2020. Grade classification by credit upon enrollment, Dual Enrollment courses, workforce readiness certificates, and Workability will be enhanced in 2019-2020. The use of an intensive incentives-based approach tied to the use of other means of correction (counseling, mentoring), the implementation of PBIS with fidelity, and in-class support from the Instructional Specialist for behavior intervention through Boys Town strategies will be continued to reduce suspensions. In order to improve student attendance, a comprehensive incentives point-system, bus passes for transportation to school, home visits by school staff, family support from a

school social worker will be continued.

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 the local indicators on the California Dashboard, student data from the state indicators on the California Dashboard/DASS (2017-2018 data), and outcomes from the Comprehensive Support and Improvement (CSI) and Differentiated Assistance process

along with current data and stakeholder input. The specific information and performance outcomes that were used included graduation rates (Priority 5) and academic performance from the California Assessment of Student Performance and Progress (CAASPP) in ELA and math (Priority 4) along with current data (2019-2020) from the Alternative Education short-cycle assessments in ELA and math (Priority 8), college and career courses/programs (Priority 4), course enrollment (Priority 7), and the California Standards Implementation Reflection Tool (Priority 2).

The Community School one-year graduation rate increased from 42% 2016-2017 to 62.5% in 2017-2018, which was a growth of 20.5%. The Court School one-year graduation rate increased from 45.4 % 2016-2017 to 59.3% 2017-2018, which was a growth of 13.9%. The graduation rate was red on the California Dashboard for the Community School and Court School due to not meeting the minimum requirement of 67%. The Community School socio-economically disadvantaged student group graduation rate increased by 15.6% to 58.8% and the Court School socio-economically disadvantaged student group increased by 13.9% to 59.3% and were red for graduation rate. The Court School Hispanic student group graduation rate increased by 10.9% to 54.8% and was red for graduation rate.

The Community School College and Career Readiness Indicator (CCI) increased to 7.5% and was orange on the California Dashboard. The Community School socio-economically disadvantaged student group increased to 5.9% for the CCI and was orange on the California Dashboard. The Court School CCI was red on the California Dashboard. The Court School socio-economically disadvantaged student group and Hispanic student group were red for CCI on the California Dashboard.

Although the Community School academic achievement in ELA and math were orange on the California Dashboard, students in the Community School showed growth on the CAASPP and the local Accucess assessments. The Community School distance from standard on the CAASPP in ELA increased by 5.4 points in 2017-2018 and were reported as orange on the California Dashboard. The Community School distance from standard on the CAASPP in math increased by 15.7 points in 2017-2018 and were reported as orange on the California Dashboard. The Community School socio-economically disadvantaged student group distance from standard on the CAASPP in ELA was maintained at 0.9 points in 2017-2018 and were reported as red on the California Dashboard. The Community School socio-economically disadvantaged student group distance from standard on the CAASPP in math increased by 11.5 points in 2017-2018 and were reported as orange on the California Dashboard. The Community School Hispanic student group distance from standard on the CAASPP in math increased by 25 points.

RCOE Alternative Education received $332,422 ($70,000 for LEA, $131,211 for the Community School and $131,211 for the Court School) from the ESSA CSI grant. Riverside County Community School and Riverside County Court School utilized the LCAP and school planning process to develop a plan for continuous analysis, evaluation, and improvement. Stakeholder reflection tools and data analysis served to identify needs and construct goals that were in alignment with the LCAP process. The Community School and Court School also utilized the California Department of Education revised School Plan for Student Achievement (SPSA) to meet the CSI requirements.

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%.	Reduce the distance from standard by 15 points on the Smarter Balanced Assessments in ELA for Community School and Court School students.
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%.	Reduce the distance from standard by 15 points on the Smarter Balanced Assessments in math for Community School and Court School students.
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%.	Reduce the distance from standard by 15 points on the Smarter Balanced Assessments in ELA for Grade 11 students.

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%.	Reduce the distance from standard by 15 points on the Smarter Balanced Assessments in math for Grade 11 students.
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%.	Reduce the distance from standard by 15 points on the Smarter Balanced Assessments in ELA for Community School and Court School Low Income students.
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%.	Reduce the distance from standard by 15 points on the Smarter Balanced Assessments in math for Community School and Court School Low Income students.

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%.	Reduce the distance from standard by 15 points on the Smarter Balanced Assessments in ELA for Community School and Court School Foster Youth.
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%.	Reduce the distance from standard by 15 points on the Smarter Balanced Assessments in math or Community School and Court School Foster Youth.
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, Actions 1, 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 Riverside County-wide high school graduation rate was 88.2% (data reported form the prior year).	Improve graduation rate from 88.2% to 88.4%.	Improve graduation by 1% with the new DASS.	Improve the DASS graduation rate by 5% for the 2018-2019 cohort in the Community School. Improve the DASS graduation rate by 10% for the 2018-2019 cohort in the Court School.
Implementation of state board adopted academic content and performance standards for all students in using the California Standards Reflection Tool (Priority 1 and 2, Actions 1, 2, 4, 5, 6, 7): • ELA-CCSS • Mathematics – CCSS • ELD • CTE	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 Implementing Standards in All Areas was 2.96.	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 Frameworks will increase to 3.60.	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 Frameworks will increase to 4.0.	The average rating on the California Standards Reflection Tool will be 4 based on the average of all areas: • 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

• Health Education
• History-Social 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)

• Identifying Professional Learning was 2.94.

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

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

Frameworks will increase 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, 2, 4, 6, 7, 8, 9) | 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% using the Aeries course scheduling reports to monitor student enrollment in courses. Use the RCOE Prospectus, Course Reference Guide, and the course approval form to ensure that students, including unduplicated pupils and individuals with exceptional needs, are enrolled in a broad course of study based on their grade and credit completion. Use the Aeries graduation status report to monitor grade-level course completion of the courses in order to meet the required 200 credits for high school graduation. |

Teachers are Appropriately Assigned and Fully Credentialed (Priority 1, Actions 1, 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 using the teacher certification data and Aeries course code table to ensure that all teachers are assigned to subjects aligned to their credentials.
Access to Standards Aligned Instructional Materials as Indicated on Textbook Sufficiency (Priority 1, Actions 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 using the Destiny Textbook Management System to monitor inventories of instructional materials.

Pupil Outcomes for Courses based on Formative Assessments (Priority 8, Actions 9, 10).	In 2016-2017, the percent of students scoring 70% or higher on the Alternative Education short-cycle assessments was 18% in ELA and 7% in math. A new test will be administered in 2017-2018.	Baseline Year in ELA and math.	Student scores on the ELA and math formative assessment will improve by 2%.	Student scores on the ELA and math formative assessment will improve by 2%.
Academic Performance Index (Priority 4)	Not Developed by CDE.	Will determine targets when API is developed.	Will determine targets when API is developed.	N/A
Advanced Placement Exams (Priority 4, Action 1).	No students were tested on the AP Exams in 2016-2017.	AP Exams will be offered for students who request the tests.	AP Exams will be offered for students who request the tests.	AP Exams will be offered for students who request the tests.

College/Career Readiness Indicator.	Community School students classified as prepared on the College/Career Indicator (CCI) was 7.5% in 2017-2018. Court School students classified as prepared on the College/Career Indicator (CCI) was zero in 2017-2018.	N/A	N/A	Improve Community School students classified as prepared on the College/Career Indicator (CCI) by 3% in 2018-2019. Improve Court School students classified as prepared on the College/Career Indicator (CCI) by 3% in 2018-2019.

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

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

2018-19 Actions/Services

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 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

2019-20 Actions/Services

Enroll all students, including unduplicated pupils and individual with exceptional needs, in courses to meet the K-6 course requirements (Education Code Section 51210), the grade 7 and 8 courses requirements, and the RCOE high school (grades 9-12) graduation requirements (Education Code Section 51220(a)-(i). Enroll all high school students in UC a-g approved core academic courses based on their grade and credit completion. Conduct an annual review of student access to a broad course of study utilizing the Aeries course scheduling reports to analyze student enrollment in courses. Continue using the

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.

RCOE Prospectus, Course Reference Guide, and the course approval form to ensure that students are enrolled in a broad course of study. Continue using the graduation status report to monitor grade-level course completion of the courses in order to meet the required 200 credits for high school graduation.

Provide English learners with challenging curriculum and instruction that maximize the attainment of high levels of proficiency in English, advance multilingual capabilities, and facilitate student achievement in the County Office of Education's regular course of study. Students who are classified as English learners shall not be denied participation in the standard instructional program of a school. The standard instructional program means, at a minimum, core curriculum courses, as defined in clause (i) of subparagraph of paragraph (6) of subdivision (b) of Section 33126, courses required to meet state and local graduation requirements, and courses required for middle school grade promotion. A middle school or high school pupil who is classified as an English learner shall not be denied any of the following:

(1) Enrollment in a full course load of courses that are part of the standard

instructional program.

(2) Enrollment in courses that are not part of a school's standard instructional program that either meet the subject matter requirements for purposes of recognition for college admission pursuant to Section 66205.5 or are advanced courses, such as honors or advanced placement courses, on the sole basis of a pupil's classification as an English learner. Pursuant to federal law, the pupil's course of study is designed to remedy any academic deficits incurred during participation and that the pupil's course of study is reasonably calculated to enable that pupil to attain parity of participation in the standard instructional program within a reasonable length of time after he or she enters the school system. Enroll students with disabilities in courses that are aligned to their IEP and that meet the high school graduation requirements.

Implement the California Standards in ELA (CCSS), ELD, math (CCSS), history-social science, science/NGSS, career technical education, health, physical education, visual and performing arts, and world languages. Implement lesson plans and curriculum/textbooks with approaches/strategies and instructional

resources/materials for special populations such as students with disabilities and English learners.

Continue the implementation of Universal Design for Learning (UDL) and Thinking Maps in the classroom. Implement synchronous online learning intervention courses in ELA and mathematics as an additional support option for students. 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 experiential learning trips.

Ensure that teachers are dual credentialed for the implementation of the IEP of special education students as well as the Individualized Learning Plan of non-special education students. Ensure that teachers possess certification to teach English learners (CLAD, BCLAD, or SDAIE/SB1292) and tailor instruction to meet student needs in all courses. Provide support for new teachers to clear their credentials through the Center for Teacher Innovation (CTI).

Ensure that teachers are supported in providing 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. Conduct an annual review of teacher assignments using the Aeries course table and master schedule to ensure that all teachers are assigned to subjects aligned to their credentials.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$48,000; $5,000; $2,100	$5,000; $98,152 Total: $103,152	$2,000; $1,700; $3000 Total: $6,700
Source	3180; 3010; 3010	1100; 0804/1100	0804; 4035; 3010
Budget Reference	1100/3000; 5845; 5800	4300; 5800	4300; 5700; 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

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 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.

2019-20 Actions/Services

Implement updated technology and provide low income students, English learners, and foster youth with access to technology at home (tablets/laptops) to support digital literacy skills in all content areas. Low income, English learners, and foster youth need technology at school and at home in order 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	$3,000; $207,280, $288,020; $2,500 Total: $500,800
Source	Not Applicable.	0804, 0805	0804; 0804, 0805, 0804
Budget Reference	Not Applicable.	5921; 5727/5731	4300/4400; 5731; 5727/5731; 5921

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, Foster Youth, Low Income | LEA-Wide | All 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	New	Modified

2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
Not Applicable.	Implement job shadowing and internships through partnerships with businesses and public agencies.	Implement job shadowing and internships through partnerships with businesses and public agencies such as the Department of Rehabilitation. The Department of Rehabilitation (DOR) provides job training and placement services to Alternative Education students ages 16-21 with an IEP or 504 plan. Implement the WorkAbility program to provide comprehensive training in work, employment placement and follow-up for middle and high school students in special education who are making the transition from school to work, independent living and post-secondary education or training. Implement a Workforce Readiness Certificate program using the CASAS assessment for students. Implement certificate programs in cardiopulmonary

resuscitation (CPR), food handler permits, and Occupational Safety and Health Administration (OSHA).

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Not Applicable.	$79,284; $50,000 Total: $129,284	$50,000; $2,000;$ 25,000 Total: $77,000
Source	Not Applicable.	0805; 3010	0805; 3010; 3010
Budget Reference	Not Applicable.	5800; 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	**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** |
| Acquire materials, equipment, and technology to enhance student learning and performance. | Acquire materials and equipment to enhance student learning and performance. | Acquire materials and equipment to enhance student learning and performance. Utilize the Destiny Textbook Management System to monitor inventories of instructional materials. Conduct audits of instructional materials and order replacement textbooks when needed and when deficiencies are reported by teachers. Monitor the textbook inventory and distribution process to ensure that all students have a textbook in each subject area and that classrooms have sets of textbooks to ensure that textbook sufficiency is maintained. |

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	$23,066; $52,000; $34,966 Total: $110,032
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)

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	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 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.

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, UDL and ELD workshops, STEMulate math workshops and in-class coaching, and CAASPP and ELPAC administration procedures. Enhance the lesson planning and intervention components of the Multi-Tiered System of Support (MTSS) process to strengthen follow and student success.Teachers and classified staff will attend content specific conferences based on individual, program, and site needs.
Continue instructional specialist positions to support teachers with strategies to address the academic and behavioral needs of low income, English learners, and foster youth.

Provide in-class support for teachers by the Coordinator of Instructional Innovation and Support on the strategies learned during SILK and PLCs.

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	$14,804; $59,071; $10,000; $10,500; $43,696; $26,440; $45,000; $45,000 Total: $254,511
Source	4035; 1100; 3010; 3025; 4035; 1100; 7338; 0804	3025; 3010; 310/3025; 1100; 0804; 3010; 4035; 0804	0804; 0805; 1100; 0805; 4035; 3182; 3182; 3182
Budget Reference	1100; 4300; 4300; 4300; 4300; 5200; 5200; 5200	1100/3000; 1100/3000; 2401/3000; 4300; 5210; 5200; 5210; 5700	1100/3000; 4300; 5210; 1100/3000; 4300; 5200; 5800

Action #6

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	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 businesses and public agencies.	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 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.	Implement programs to prepare students for college and careers (UC a-g courses, CTE pathways). Implement Dual Enrollment courses and three new CTE pathways in Computer Networking, Multimedia Production, and Welding along with existing pathways in Food Service/Hospitality and Residential Commercial Construction-Construction Technology. The Multimedia Production Pathway includes Introduction to Multimedia Production (Introductory), Intermediate Multimedia Production (Concentrator), and Advanced Multimedia

A separate action (Action 11) was created for job shadowing and internships.	Film/Video Production (Capstone). Implement work-based learning through a partnership with Vocademy.

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	$267,487; $32,000; $5,700; $121,000; $11,000; $69,000; $45,500, $5,000; $1,000 Total: $557,687
Source	0804; 6382; 3180; 6382; 3550; 6387; 6387; 3180	3010; 3550; 3550; 6387; 6387; 4035; 0805	3010; 3550; 3550; 6387; 6387; 4127; 1100; 1100; 0804
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; 5800; 4100; 4300; 4300

Action #7

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	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.	Target the Advancement Via Individual Determination (AVID) on grades 7-9 to support student transitions between middle school and high 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	$42,812; $34,362; $300; $5,593; $500 Total: $83,567
Source	3180; 3010; 1100; 3010; 3010	0805; 3010; 1100; 3010	0805; 3010; 1100; 0805; 0804
Budget Reference	2909/ 3000; 2909/ 3000; 4300; 4300; 5300	1305/3000; 2000/3000; 4300; 5800	1305/3000; 2000/3000; 4300; 5800; 4300

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

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 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.

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.

2019-20 Actions/Services

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

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	$1,500; $1,000; $3,000; $2,100; $20,000 Total: $27,600
Source	7338; 7338; 7338; 3010; 3010; 1100; 7366	3010; 0805; 1100; 3010, 3010; 7366, 3010	0804; 0804; 0805; 1100; 4127

Budget Reference	5800; 5850; 5883; 5220; 4300; 4300; 5100/5892	4300; 5892; 5850; 5883, 5892; 5892; 5800	5700; 5892; 5892; 5850; 5883

Action #9

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

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

2018-19 Actions/Services

2019-20 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.

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.

Continue formative assessments such as short-cycle assessments, pre-/post tests, and Interim Assessment Blocks in order to measure student learning and to identify students for interventions. Continue MTSS collaborative data teams during Wednesday PLCs using the local student and school Aeries dashboards to monitor student progress, target instruction, and implement interventions for students. Implement interventions in ELA and mathematics such as support classes, tutoring using in-person and online tutoring platforms, and individual and small group instruction from the teacher and instructional assistants. Continue collaborative instructional reviews each quarter to monitor implementation of instructional priorities. Continue grade classification by credit to provide 12th grade students with a realistic timeline for graduation and to ensure that the cohort for the DASS one-year graduation rate is accurate.

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	$38,820; $29,338; $638,455; $437,272, $227,139; $3,747; $49,076; $2,500; $12,125; $27,500; $12,119; $25,000; $25,000 Total: $1,528,091
Source	0804; 3010/3025; 3010; 3010/3025; 1100; 0804; 0804; 3010	0804; 0805; 0804; 3025; 3010; 1100; 1100; 0805	0804; 0804; 0805; 3025; 3010; 0805; 1100; 1100; 7510; 3010; 3182; 3182; 3182
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; 2000/3000; 1000/3000; 2000/3000; 2000/3000; 5800; 5800; 4300; 5892; 5892; 4300; 5200; 5800

Action #10

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

Students to be Served

Location(s)

Students with Disabilities	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 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.	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.	Monitor and evaluate the progress of students with disabilities on academic achievement, attendance, and behavior using SEIS. Provide teachers with in-class support from instructional specialists, administrators, and a school psychologist. Provide behavioral/mental health counseling through contracted services for students with disabilities in the Court School.Provide legal assistance through contracted services.

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	$64,219; $60,448; $417,175; $5,000; $89,000 Total: $635,842
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; 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; 2000/3000; 1000/3000; 4300; 5800

Action #11

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**
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	$47,275; $1,000 Total: $48,275
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 the local indicators on the California Dashboard, student data from the state indicators on the California Dashboard/DASS (2017-2018 data), and outcomes from the Comprehensive Support and Improvement (CSI) and Differentiated Assistance process along with current data and stakeholder input. The specific information included the Facilities Inspection Tool (Priority 1), parent involvement data (Priority 3), student attendance data (Priority 5), student suspension rates (Priority 6), and the California Healthy Kids Survey (CHKS) and the LCAP parent survey (Priority 6).

The Community School chronic absenteeism rate for middle school students increased from 39% in 2016-2017 to 43.9% in 2017-2018 and was red on the California Dashboard. The Community School socio-economically disadvantaged student group chronic absenteeism rate increased to 44.8% and was red on the California Dashboard. The Community School Hispanic student group chronic absenteeism rate increased to 40.8% and was red on the California Dashboard.

The Community School suspension rate increased from 23.9% in 2016-2017 to 24.0% in 2017-2018 and was red on the California Dashboard. The Court School suspension rate increased from 6.4% in 2016-2017 to 8.6% in 2017-2018 and was red on the California Dashboard. The Community School socio-economically disadvantaged student group suspension rate was 24.9% and the Court School socio-economically disadvantaged student

group was 8.6% and was red on the California Dashboard. The Community School Hispanic student group suspension rate was 23.4% and was red on the California Dashboard. This year (2018-2019), the current Community School suspension rate is at 2.3% and the Court School suspension rate is less than 1%.

The Community School total reported as moderate (48%) and high (29%) on the 2018-2019 CHKS on School Connectedness was 79%, which was an increase from the 70% in 2017-2018. The Court School total reported as moderate (45%) and high (25%) on the 2018-2019 CHKS on School Connectedness was 70%, which was the same result in 2017-2018, however, it did not meet the expected growth of 5%. The Community School total percent of students responding that they felt very safe or safe declined from 54% in 2017-2018 to 51% in 2018-2019. The Court School total percent of students responding that they felt very safe or safe was 54% in 2018-2019, which was the same 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 84.8% in 2017-2018 to 83.7% in 2018-2019. 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" declined from 92.4% in 2017-2018 to 90% in 2018-2019.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Student Attendance (Priority 5, Action 2, 7, 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, 7, 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, 7, 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 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 Facilities Inspection Tool which rates the condition of systems (gas leaks, mechanical, HVAC, sewer), interior rooms (surfaces), cleanliness (overall cleanliness, pest/vermin infestation), electrical (electrical outlets, switches, lights), restrooms/fountains (restroom cleanliness, sinks, toilets, drinking fountains), safety (fire safety, hazardous materials), structural (damage, roofs), and external (school grounds, windows, doors, gates, fences) and provides an overall rating of good, fair, or poor.

Pupil expulsion rates (Priority 6, Action 1).	Zero expulsions in 2017-2018 and 2018-2019.	N/A	N/A	Maintain at zero expulsions.

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-emotional-behavioral issues.	Reduce student suspensions through the implementation of other means of correction that include counseling, behavioral health counseling, mentoring, and the use of 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. Continue the use of alternatives to expulsion.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$5,000; $1,285	$3,000; $540; $1,800 Total: $5,340	$3,735; $1,800 Total: $5,535

Source		
3180; 6690	3010; 6690; 6690	6690; 6690

Budget Reference		
4300; 5892	4300; 4300; 5892	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)

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	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Implement monthly SARB meetings, home visits, and attendance incentives.	Improve student attendance in school. Implement monthly SART meetings, home visits, and attendance incentives. Implement regional quarterly SARB meetings after SART meetings.	Improve student attendance in school through attendance incentives, home visits, support with home to school transportation issues, School Attendance Response Teams (SART) and regional quarterly School Attendance Review Boards (SARB). Provide support to students and their families with programs to assist with school attendance, positive behavior, and college admission requirements and financial aid through the school social worker.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$172,334; $3,000; $22,100	$2,000; $23,300 Total: $25,300	$61,602; $27,500; $23,300 Total: $112,402
Source	3180; 0804; 0804	0804; 0804	0805; 0804; 0804;
Budget Reference	2000/3000; 4300; 5815	4300; 5800	1000/3000; 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)**
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	Modified	Modified

2017-18 Actions/Services	**2018-19 Actions/Services**	**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	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	Implement programs to enhance student health (mental health, emotional, physical). Implement behavioral/mental health counseling through contracted services for students in the Community School and Court School and through online coordinating services.

behavioral/mental health services for students in the Community School.	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	$37,500; $106,065 Total: $143,565
Source	3010; 3010	6500/6512	0805; 3010
Budget Reference	4300; 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	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	Modified	Modified

2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
Implement a student peer-mentoring program for support with social-emotional learning and conflict resolution.	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.	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	$86,000; $134,541 Total: $220,541
Source	3010	3010	3010; 0805

Budget Reference	5892	5800	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	**2018-19 Actions/Services**	**2019-20 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.	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.	Dis-continue the Community Diversion Team.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$5,305, $198,000	$198,000 Total: $198,000	0
Source	0804, 0804	0805	0
Budget Reference	5200, 5100/5892	5800	0

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	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	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 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.	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.	Continue to implement a student transition program facilitated by the 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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$75,589; $37,231; $500	$175,744, $500 Total: $176,244	$91,828, $91,828; $500 Total: $184,156
Source	3010; 3025; 0804	7366; 0805	0805; 3010; 0805
Budget Reference	1305/3000; 1305/3000; 4300	1305/3000, 4300	1305/3000, 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)
All Students	Specific Schools, Community School

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**
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. Implement e-Sports after school club and team (computer-gaming competitions) to motivate and engage students in school.

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	$231,223; $500; $500, $53,580; $250; $3,500 Total: $289,553
Source	3180; 3180; 0804	0804, 0804; 0805; 0804; 0804	0804, 0804; 0804; 0804; 0804; 0804
Budget Reference	1100/3000; 4300; 4300,5892,5721	1000/3000; 1120; 4300; 4300; 5700	1000/3000; 4300; 4300; 5700; 4300; 5892

Action #8

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

Maintain clean and safe facilities.

2018-19 Actions/Services

Maintain clean and safe schools.
• Implement suicide prevention/crisis intervention plan aligned with AB 2246.
• Implement trauma-informed care for positive classroom environments.

2019-20 Actions/Services

Maintain clean and safe schools.
• Implement suicide prevention/crisis intervention plan aligned with AB 2246 for low income.
• Implement trauma-informed care for

• 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.

positive classroom environments for low income students.
• 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.

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	$612,983; $131,487; $4,640; $190,772; $432,614; $29,236; $40,378; $44,328; $75,000; $27,450; $126,141 Total: $1,588,888
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

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

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

Continue to implement the Social Work intern program.

2018-19 Actions/Services

Continue to implement the Social Work intern program.

2019-20 Actions/Services

Continue to implement counseling for student support in academics and behavior through a school counselor and contracted services by the Social Work interns. The academic behaviors that are essential for students in Alternative Education include student self-awareness, self-monitoring, and self-control as measured by on-track indicators of post-secondary readiness (attendance, course completion, grades, and conduct).

Budgeted Expenditures

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

Amount	$30,000; $30,000	$45,000 Total: $45,000	$51,207; $49,701; $51,000 Total: $151,908
Source	3010; 7366	3010	0805; 3010; 3010
Budget Reference	5710; 5710	5800	1000/3000; 1000/3000; 1000/3000

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 through an automatic telephone system and Parent Portal through Aeries. Implement parent workshops to provide educational enrichment and support. Implement College Success, Parent Engagement Leadership Initiative (PELI), Nurturing Parents, and Triple P to enhance the participation of parents/guardians in school programs. Implement the College Success Parent University for Leadership and Academic Success (CSS) to support parents/guardians of socio-economically dis-advantaged students, English learners, and foster youth with workshops based on a robust bi-lingual, bi-cultural, holistic, culturally relevant, motivational, educational, leadership-based curriculum that has a lasting impact on parents' ability to become full participants in their children's education and academic success.The goal of Parent University is to coach parents on the what, how, and why of educational engagement in

their children's education.

Implement the Parent Engagement Leadership Initiative (PELI) workshops to support parents/guardians of socio-economically dis-advantaged students, English learners, and foster youth with a ten module series that prepares parent leaders to lead presentations at their own school site. Topics include parent engagement, positive parenting in public education, communicating, volunteering, learning at home, decision making, collaborating with the community, and the creation of an Action Team for Partnerships (ATP).
Implement Nurturing Parents to help parents/guardians of students with disabilities better understand their roles. The program is an interactive 10 week course that helps in strengthening the parents' relationship and bond with their children. Parents learn new strategies and skills to improve the behavior of their children.

Implement Triple P for parents/guardians of students with disabilities. Triple P draws upon learning theory, developmental research on social competence, cognitive social learning theory, and public health and community psychology.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$3,000; $7,500	$7,500; $26,000 Total: $33,500	$1,050; $6,000; $26,000 Total: $33,050
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	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
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.	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.	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 School Site councils (SSC), English Language Advisory Committee (ELAC), District English Language Advisory Committee (DELAC), and Parent Advisory Committee to involve parents in school decision making.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$5,000	$5,000 Total: $5,000	$5,000 Total: $5,000

Source	0804	0804	0804
Budget Reference	4300	5892	4300

(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 the local indicators on the California Dashboard, student data from the state indicators on the California Dashboard/DASS (2017-2018 data), and outcomes from the Comprehensive Support and Improvement (CSI) and Differentiated Assistance process along with current data and stakeholder input. The specific information and performance outcomes that were used included teacher credentialing (Priority 1), graduation rates (Priority 5) and academic performance from the California Assessment of Student Performance and Progress (CAASPP) in ELA and math (Priority 4) along with current data (2019-2020) from the Alternative Education Test of English Language Learners (TELL) (Priority 8), college and career courses/programs (Priority 4), course enrollment (Priority 7), and the California Standards Implementation Reflection Tool (Priority 2).
All teachers possess certification to teach English learners (CLAD, BCLAD, or SDAIE/SB1292).
The Community School English learner student group distance from standard on the CAASPP in ELA declined by 7.6 points, which was similar to the English only students who declined by 6 points. The Community School English learner student group distance from standard on the CAASPP in math increased by 16.4 points in 2017-2018, which was higher than English only students who increased by 6.1 points on the CAASPP in math.
The Community School English learner student group scored at the following levels on the ELPAC: 11.4% at well developed, 34.3% at moderately

developed, 32.9% at somewhat developed, and 21.4% at the beginning stage.

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%.	The percent of English learners scoring Moderately Developed/Well Developed 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.	El reclassification will improve by 5%.	El reclassification will improve by 5%.	El 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%.	Reduce the distance from standard by 15 points on the Smarter Balanced Assessments in ELA.
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%.	Reduce the distance from standard by 15 points on the Smarter Balanced Assessments in math.

| 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)**
Specific Student Groups, English Learners	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**
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	$9,992; $26,440; $45,000; $45,000 Total $126,432
Source	1100; 4203; 0804	4203, 0804	4203; 3182; 3182; 3182

Budget Reference	4300; 4300; 4300	4300; 4300	4300; 4300 5200; 5800

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	**Select from New, Modified, or Unchanged for 2018-19**	**Select from New, Modified, or Unchanged for 2019-20**
New	Modified	Modified

2017-18 Actions/Services	**2018-19 Actions/Services**	**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.	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.	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	$59,072; $4,000 Total: $63,072
Source	3010; 3025	3010; 3025; 0804	0805; 4203
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)
Specific Student Groups, English Learners	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 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 learners. Analyze data on EL students to monitor progress and use the reclassification process to reclassify students.	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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$7,500; $3,000; $311; $3,000	$1,000; $3,000 Total: $4,000	$5,530; $2,051 Total: $7,581
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 the local indicators on the California Dashboard along with current data and stakeholder input. 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 measured the implementation of the Triennial Plan for Serving Expelled Students, a well-articulated referral process to county office of education or other program options, and a memorandum of understanding detailing the coordination of partial credit policies between district of residence and county office of education. 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.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Triennial Plan for serving Expelled Students (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. Second year of Triennial Plan (2015-2018) for serving Expelled Students in 2016-2017.	Maintain at full implementation and sustainability. Third year of Triennial Plan (2015-2018) for serving Expelled Students.	Maintain at full implementation and sustainability. First year of Triennial Plan (2019-2021) for serving Expelled Students.	Maintain at full implementation and sustainability. Second year of Triennial Plan (2019-2021) for serving Expelled Students.

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 and 2). 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 3-9). 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-initail 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

All Students

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

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

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.

2018-19 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.

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.

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	$250,293; $329,667; $688,780; $418,198; $1,868,500; $159,565; $156,972; $9,257; $93,000; $24,600; $84,706; $346,247; $5,000 Total: $4,434,745
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
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; 2409/3000; 1304/3000; 2402/3000; 1100/3000; 2206/3000; 1130/1160; 2420/2430; 4300; 5210; 5621/5640; 5881/5892; 5210

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	Specific Schools, Court School

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 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	$182,519; $164,646; $298,687; $202,690; $984,085; $93,000; $21,600 Total: $1,947,227

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; 2409/3000; 1100/3000; 4300; 5210

Action #3

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

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**
Coordinate Foster Youth Services for Riverside County.	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	Coordinate Foster Youth services for Riverside County. Work with school districts, Probation, and DPSS in Riverside County to support foster youth with high school graduation, college and career readiness, school stability, and transitions/placements. Track foster youth data through the CWS/CMS and a new data tracking system. Facilitate quarterly interagency meetings with school districts and agencies in Riverside county. Work with the school districts, DPSS, and Riverside County Probation to implement the foster youth transportation MOU for the Every Student Succeeds Act (ESSA). Provide workshops and conferences to school district staff on foster youth laws. Train districts on implementing strategic tutoring, mentoring, counseling, and computer camps. Support districts with LCAP priorities for foster youth.

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	$118,825; $69,250; $25,500; 5,000; $5,000; $38,911 Total: $262,486
Source	3010; 7366; 7366; 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; 5200; 5600; 5800

Action #4

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

Work with school district staff to increase foster youth graduation rates and college and career readiness through the work of three counselors and contracted Resource Specialists from Riverside Community College. Build district capacity on compliance with AB 490 and AB 216 evaluations. Train district staff on grade and credit protection/partial credit issuance.Train and support districts with college and career transition services such as the CHAFEE Grant, FAFSA, college applications, warm hand off to college, and educational case management.
Work directly with counselors of high school seniors to build their capacity to ensure appropriate scheduling, access and enrollment in appropriate courses including UC a-g, Honors and AP courses, access to extracurricular activities, and accurate transcript evaluations.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Amount	$263,204	$233,260 Total: $233,260	$402,749; $50,000; $50,000; $75,000; $236,965 Total: $814,714
Source	7366	7366	7366; 7366; 7366; 7366; 7366
Budget Reference	5100/5892	5100/5892	1201/3000; 5200; 5600; 5800; 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.	Provide educational support services and case management for foster youth through two counselors and one Attendance Registration Technician in Riverside County in partnership with the Riverside County Department of Public Social Services (DPSS). Implement 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	$477,491; $95,290 Total: $572,781

Source	7366	7366	7366; 7366
Budget Reference	1909/3000	1909/3000	1201/3000; 2000/3000

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	**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

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.

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.

2019-20 Actions/Services

Support school districts with student transitions through a school social worker. Support foster youth with school stability and school of origin through the ESSA transportation MOU. Support school districts in tracking foster youth exits and enrollments. Support districts in the analysis of foster youth school enrollments in order to identify student needs related to attendance, behavior, and academics that result from excessive transitions.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$158,300	$100,000 Total: $100,000	$130,223 Total: $130,223
Source	7366	7366	7366
Budget Reference	5800	5892	1000/3000

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

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

Facilitate trainings on trauma-informed practices with the 23 Riverside County school districts and county-operated programs.

2019-20 Actions/Services

Provide trainings to build district capacity to support the social-emotional and behavioral needs of foster youth in Trauma Informed Care and building a district Foster Youth Mentoring Team.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Not Applicable.	$1,000 Total: $1,000	$1,000 Total: $1,000
Source	Not Applicable.	7366	7366
Budget Reference	Not Applicable.	4300	4300

Action #8

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

New

2017-18 Actions/Services

N/A

2018-19 Actions/Services

N/A

2019-20 Actions/Services

Provide differentiated assistance to the school districts in Riverside County for foster youth.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	$10,000; $10,000; $10,000 Total: $30,000
Source	N/A	N/A	7366; 7366; 7366
Budget Reference	N/A	N/A	4300; 5200; 5800

Action #9

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

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

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

New

2017-18 Actions/Services

N/A

2018-19 Actions/Services

N/A

2019-20 Actions/Services

Implement a foster youth data tracking system with the school districts, Probation, and DPSS.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Amount	N/A	N/A	$60,000 Total: $60,000
Source	N/A	N/A	7366
Budget Reference	N/A	N/A	5800

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.

LCAP Year: 2019-20

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
1,617,759	3.49%

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 (see instructions).

Alternative Education's estimated supplemental and concentration grant funding is $1,624,458 for 2019-2020, which is based on 92.1% of unduplicated

pupils (socio-economically disadvantaged, 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 socio-economically disadvantaged students, English learners, and foster youth.

Students in the Community School Court School have specific needs related to academic achievement, attendance, and behavior. Socio-economically disadvantaged students have unique needs based on access to resources. English learners have specific needs in understanding the English language in reading, writing, speaking and listening. Foster youth have often endured multiple home and school transitions which disrupt their learning progression and grade-level articulation. Due to these circumstances, socio-economically disadvantaged students, English learners, and foster youth need resources, access to technology at home, differentiated instruction, targeted interventions, and extended learning time to address gaps in learning. LEA-wide services under Goal 1 that are principally directed to and effective in meeting the needs for socio-economically disadvantaged students, English learners, and foster youth include access to technology at home to build digital literacy skills (Action 2), trained teachers in the strategies of Universal Design for Learning, and systems of support and intervention through MTSS (Action 5, 9). In order to support student learning of the standards, students need small class sizes, extended learning time in ELA and math in order to acquire the skills that are necessary to be successful in their core classes, individualized support/small group instruction from instructional assistants, tutoring, and credit recovery (Action 9).

In order for students to receive targeted instruction, LEA-wide services under Goal 1 that are principally directed to and effective in meeting the needs for socio-economically disadvantaged students, English learners, and foster youth include time for teachers to meet 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 (Action 5). Teachers engage in professional development in math instruction, project-based service learning, and AVID WICOR strategies during SILK week and Wednesday PLCs (Action 5) using technology (Action 2) in order to provide students with real-world learning activities. Teachers receive in-class support on universal design for learning from the Coordinator of Instructional Innovation and Support (Action 5).

Socio-economically disadvantaged students, English learners, and foster youth need opportunities to explore career and post-secondary education options. In order for students to experience different options for the workforce and post-secondary education, LEA-wide services under Goal 1 that are principally directed to and effective in meeting the needs for socio-economically disadvantaged students, English learners, and foster youth include the AVID program and tutors (Action 7), work-based learning and internships (Action 3), PSAT, college visits, and support in completing the FAFSA and college applications (Action 8), and other high school completion programs such as the high school equivalency test (Action 11).

Socio-economically disadvantaged students, English learners, and foster youth who have been expelled from their school districts or who are on Probation or in the Court School have experienced issues with behavior and/or attendance. Students need counseling to support behaviors such as self-awareness, self-monitoring, and self-control as measured by on-track indicators of post-secondary readiness (attendance, course completion, grades, and conduct). LEA-wide services under Goal 2 that are principally directed to and effective in meeting the needs for socio-economically disadvantaged students, English learners, and foster youth include networks of support in social-emotional domains of learning in order to connect students to school in positive and safe learning environments (Actions 2, 3, 4, 6, 8, and 9). The networks of support include a school social worker to assist families with student attendance and behavior (Action 2), behavioral/mental health counseling (Action 3), mentoring/intervention services (Action 4), school transition support (Action 6), and school counseling (Action 9). An after school program in performing arts (Action 4) provides students with opportunities to connect to school and use their creative energies and to work collaboratively on a team. Socio-economically disadvantaged students, English learners, and foster youth need crisis intervention plans aligned with AB 2246 and trauma-informed care for positive classroom environments that have been identified by teachers from Aeries as a part of the MTSS collaborative meetings (Action 8).

English learners have specific needs in learning the English language in the domains of reading, writing, speaking and listening. LEA-wide services under Goal 3 that are principally directed to and effective in meeting the needs for English learners include instructional activities that enable students to interact in meaningful ways through collaborative, interpretative, and productive communicative modes. The Coordinator of Instructional Innovation and Support assist teachers with the implementation of universal design for learning (UDL), instructional differentiation and scaffolding (Action 2).