



Riverside County Office of Education

Alternative Education

RCOE Pledge

All students in Riverside County will graduate from high school well prepared for college and the workforce.

Riverside County Board of Education

Jeanie B. Corral

Bruce N. Dennis

Jay N. Hoffman, Ed.D.

Susan J. Rainey, Ed.D.

Elizabeth F. Romero

Wendel W. Tucker, Ph.D.

Ralph R. Villani, Ed.D.

Local Control and Accountability Plan 2016-2017



Introduction: LEA: Riverside County Office of Education **Contact:** Dr. Charles Fischer, Executive Director, cfischer@rcoe.us, 951-826-6464 **LCAP Year:** 2016-2017

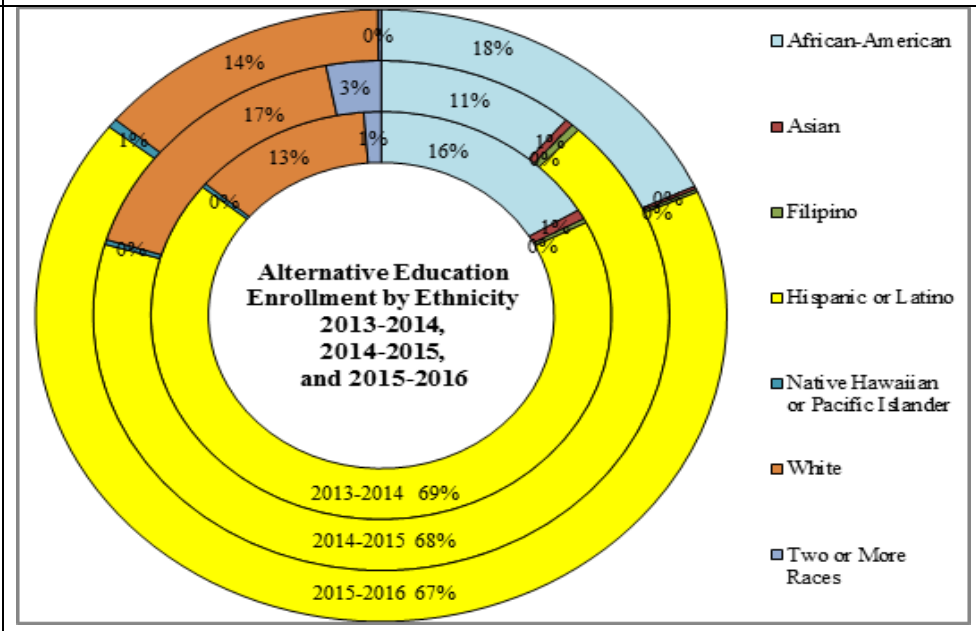
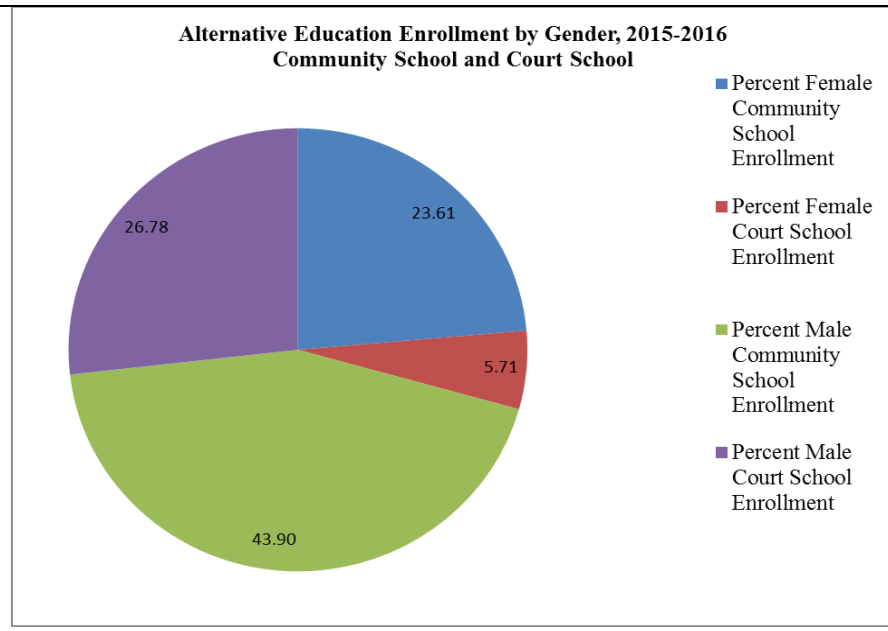
The Riverside County Office of Education Alternative Education program includes Community School (14 sites) and Court School (4 sites). The Alternative Education Community School provides a comprehensive instructional program for district referred students (expelled, SARB, parenting teens) and Probation referred students (pursuant to Sections 300, 601, 602, and 654 of the Welfare and Institutions Code). 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 (Courts and Probation). The Community School and Court School are accredited by the Western Association of Schools and Colleges (WASC) and provide students with curriculum, instruction, and assessment to ensure that students graduate from high school well prepared for college and careers.

The State Priorities and the metrics for county offices are different from those of school districts. County offices have 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. Certain metrics, including graduation rates, dropout rates, expulsion data, and Advanced Placement Tests, do not apply for county offices due to the nature of the program. For example, county operated schools receive the countywide graduation rate (e.g., the combined rate of all students attending district in the county and county operated schools) if they have grade 12 enrollment or at least one graduate (CDE).

Since the inception of LCFF, the number of students served in the Community School has declined due to school districts serving their expelled students in their own programs. The number of students in the Court School has declined due to Probation’s shift in serving students in the juvenile halls. Student enrollment for 2015-2016 totaled 631 students in RCOE Alternative Education programs with 426 students in the Community School and 205 students in the Court School.

Student enrollment by gender is 70% male and 30% female.

The significant subgroups by ethnicity include 67% Hispanic, 18% African-American, and 14% white. The significant subgroups by program include 80% socio-economically disadvantaged, 21% English learners, 40% foster youth, 18% students with disabilities, and 9% Reclassified Fluent English Proficient.



Student enrollment is highly mobile in the Community School and Court School. Student expulsion orders for Community School enrollment are typically for one semester. Less than 3% of the students are enrolled 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 17 days.

Riverside County Office of Education Mission, Vision, and Pledge

Mission: The mission of RCOE is to ensure the success of all students through extraordinary service, support, and partnerships. Riverside County High School’s mission is to inspire students to meet their full potential.

Vision: RCOE will be a collaborative organization characterized by the highest quality employees providing leadership, programs, and services to school districts, schools and students countywide.

Pledge: All students in Riverside County will graduate from high school well prepared for college and the workforce.

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies’ (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP												
<p>Staff, parents/guardians, students, and community partners are involved in LCAP stakeholder meetings that began in September 2015 for the LCAP Annual Update and concluded in April 2016 for the 2016-2017 LCAP. Meetings were held with staff, parents, and students at the school sites across the county. Meetings with partner agencies were held quarterly.</p> <p>During the meetings, stakeholders reviewed quantitative data, which included 2014-2015 Smarter Balanced Assessments in English language arts and mathematics, Early Assessment Program (EAP) results (2014-2015), UC a-g and CTE course enrollment (2015-2016), course credit completion data (2015-2016), California English Language Development Test (CELDT) results (2014-2015), attendance rates, graduation and dropout rates (2014-2015), suspension data (2014-2015), and survey results (2015-2016). Stakeholders also read current research/articles, engaged in discussions about best practices, and brainstormed ideas/actions for the LCAP and made recommendations to the Leadership Team for the LCAP.</p> <p>Staff members included certificated and classified employees from the Community School sites, Court School sites, and central office. Certificated staff members included teachers, counselors, school psychologists, principals, and central office administrators. The president of the Riverside County Office Teachers Association attended the meetings. Classified staff members included central office and school secretaries, office clerks, attendance registration technicians, community and dropout prevention specialists, instructional assistants, campus security supervisors, and custodians. The president of Chapter 693 of the California School Employees Association attended the meetings.</p> <p>Parents and students from the schools representing the different programs (classroom, independent study, and parenting teens) participated in the regional meetings. Parents (35) and students (213) also responded to surveys.</p> <p>LCAP stakeholder input meetings:</p> <table border="1" data-bbox="107 1003 1129 1317"> <thead> <tr> <th>Meeting</th> <th>Dates</th> <th>Total Staff</th> <th>Total Parents</th> <th>Total Students</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Meetings at Community Schools and RCOE</td> <td>September 30, 2015 at ARLC October 21, 2015 at DLLRLC November 18, 2015 at RCOE December 9, 2015 at DFKRLC January 13, 2016 at Palm Springs February 10, 2016 at BGRLC March 2, 2016 at MVRLC March 30, 2016 at VVRLC</td> <td>58</td> <td>21</td> <td>14</td> <td>93</td> </tr> </tbody> </table> <p>The Staff Development Planning Committee (Teachers, TOSAs, Principals, and Administrators) met on January 25, 2016 to examine student data and teacher needs in order to prioritize staff development actions for 2016-2017.</p> <p>Input for the LCAP was also discussed at the quarterly (September 22, November 10, February 2, and April 5) Program Services Quality Review Committee (teachers selected by RCOTA,</p>	Meeting	Dates	Total Staff	Total Parents	Total Students	Total	Meetings at Community Schools and RCOE	September 30, 2015 at ARLC October 21, 2015 at DLLRLC November 18, 2015 at RCOE December 9, 2015 at DFKRLC January 13, 2016 at Palm Springs February 10, 2016 at BGRLC March 2, 2016 at MVRLC March 30, 2016 at VVRLC	58	21	14	93	<p>Stakeholders analyzed 2014-2015 data and available data in 2015-2016 and confirmed the goals for 2016-2017:</p> <p>Goal 1: Students will demonstrate proficiency in the California Standards in reading, writing, and math.</p> <p>Goal 2: All students will graduate from high school and be prepared for post-secondary education and careers.</p> <p>Goal 3: All students will be connected to school and educated in positive, safe, and healthy learning environments.</p> <p>Goal 4: English Learners will acquire proficiency in English.</p> <p>Goal 5: Instruction for expelled students will be coordinated with the school districts in Riverside County.</p> <p>Goal 6: Foster Youth Services: Students will receive support through coordination of services.</p> <p>After analyzing student achievement results (SBAC in ELA and math and RCOE short-cycle assessments) and reviewing the research (CDE, 2015, <i>Supporting High Quality Common Core Mathematics Instruction</i>; Hanover Research, 2015, <i>Closing the Achievement Gap</i>; Harvard University, 2015, <i>The Influence of Teaching</i>; National Council of Teachers of Mathematics, 2013, <i>Principles to Actions. Executive Summary</i>), parents (including parents on SSCs, ELACs, and DELACs), students (including students on SSCs), and staff identified the following recommendations:</p> <ul style="list-style-type: none"> • Provide staff development in ELA and math instruction, technology integration in ELA and math, Next Generation Science Standards, project-based learning, and services for students with disabilities. • Intensify the implementation of a multi-tiered system of support that includes interventions for academics, behavior and attendance. • Provide time for principals and teachers to analyze data and develop MTSS interventions for students during PLCs. • Increase student use of technology (tablets/computers) in class. • Incorporate relevant and real-world learning activities and other ways to measure student achievement through project-based learning. • Incorporate high-impact classroom strategies and routines, inter-disciplinary thematic lessons, and literacy across the curriculum. • Incorporate explicit strategy instruction combined with example-based learning in mathematics courses. <p>After examining college and career readiness indicators (EAP, enrollment in CTE and UC a-g courses, CTE Core Indicator Results) and reviewing the research (American Institute for Research, 2013, <i>Predictors of Post-Secondary Success</i>; Hanover Research, 2014, <i>Best Practices in K-12 College and Career Readiness</i>; Hanover Research, 2015, <i>Best Practices in Supporting 18-21 Year-Old Students in K-12 Education</i>), parents (including parents on SSCs, ELACs, and DELACs), students (including students on</p>
Meeting	Dates	Total Staff	Total Parents	Total Students	Total								
Meetings at Community Schools and RCOE	September 30, 2015 at ARLC October 21, 2015 at DLLRLC November 18, 2015 at RCOE December 9, 2015 at DFKRLC January 13, 2016 at Palm Springs February 10, 2016 at BGRLC March 2, 2016 at MVRLC March 30, 2016 at VVRLC	58	21	14	93								

central office administrators, principals, counselors).

In addition to the aforementioned school stakeholder meetings at the Community School sites, parents/guardians and students from the Community School and Court School sites attended meetings that included School Site Councils (SSCs), English Learner Advisory Committees (ELAC), the District English Learner Advisory Committee (DELAC), and the Parent Advisory Committee (PAC).

The School Site Councils (SSCs) reviewed quantitative data and provided input on the LCAP. The required members of the SSC are one principal, four teachers, one staff, 3 parents, and 3 students. On February 9, 2016 the School Site Council for the Community School met to review and approve the RCOE Alternative Education School Safety Plan, which is aligned to LCAP Goal 3. At the meetings on May 7 and 10, 2016, the SSC met for review and consult on the final draft of the LCAP.

Meeting	Dates	Total Staff	Total Parents	Total Students	Total
Community School School Site Council	September 28, 2015, at ARLC December 8, 2015 at ARLC January 14, 2016 at ARLC February 9, 2016 at ARLC April 5, 2016 at ARLC May 10, 2016 at ARLC	9	5	5	19
Court School School Site Council	September 12, 2015 at F.H.B. December 5, 2015 at F.H.B. February 6, 2016 at F.H.B. April 2, 2016 at F.H.B. May 7, 2016 at F.H.B.	6	5	11	22

The English Learner Advisory Committee (ELAC) reviewed quantitative data and provided input on the LCAP. The ELAC is made up of parents of English Learner students. At the meeting on May 7 and 10, 2016, the ELAC met for review and consult on the final draft of the LCAP.

Meeting	Dates	Total Staff	Total Parents	Total Students	Total
Community School English Learner Advisory Committee	September 28, 2015 at ARLC December 8, 2015 at ARLC January 14, 2016 at ARLC February 9, 2016 at ARLC April 5, 2016 at ARLC May 10, 2016 at ARLC	12	5	4	21
Court School English Learner Advisory Committee	September 12, 2015 at F.H.B. December 5, 2015 at F.H.B. February 6, 2016 at F.H.B. April 2, 2016 at F.H.B. May 7, 2016 at F.H.B.	12	23	14	49

SSCs), and staff indicated the following recommendations:

- Integrate job skills and work readiness skills in courses.
- Continue offering CTE courses and pathways.
- Continue offering UC a-g courses.
- Continue College Connections program.
- Continue college visits.
- Emphasize key cognitive strategies such as problem formulation, research, interpretation, communication, and precision and accuracy in all core content classes.
- Focus on the development of key learning skills and techniques, such as time management, goal setting, persistence, collaborative learning, and technology proficiency.

After reviewing the data on student engagement and school climate (attendance, chronic absenteeism, suspensions, survey results) and reading the research (Hanover Research, 2013, *Equitable Discipline through Positive Behavioral Interventions and Supports*; Hanover Research, 2015, *The Impact of Arts and Athletics Participation on Student Success*), parents (including parents on SSCs, ELACs, and DELACs), students (including students on SSCs), and staff made the following recommendations:

- Continue PBIS.
- Continue programs that will improve student attendance.
- Continue the sports program.
- Implement a student peer mentorship program.
- Add more experiential learning trips for students.
- Add more meetings for parent to meet with teachers about student progress, grades, and behavior.

After analyzing the CELDT and English learner scores on the SBAC in ELA and math and reviewing the research (CDE, ELA/ELD Framework; 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*), parents (including parents on SSCs, ELACs, and DELACs), students (including students on SSCs), and staff recommended the following:

- Intensify the implementation of a multi-tiered system of support for English learner students.
- Implement differentiated instruction (scaffolding, Thinking Maps, Reciprocal Teaching, small groups) in ELA and math.
- Prioritize the time of the ELA/ELD TOSA on working with teachers on supporting English learners.
- Provide instruction in English language acquisition in designated ELD

The District English Learner Advisory Committee (DELAC) reviewed quantitative data and provided input on the LCAP. The DELAC is made up of the members from the school ELACs. At the meeting on April 26, 2016, the DELAC met for review and consult on the final draft of the LCAP.

Meeting	Dates	Total Staff	Total Parents	Total Students	Total
District English Language Advisory Committee	November 3, 2015 at ARLC January 14, 2016 at ARLC March 15, 2016 at ARLC April 26, 2016 at ARLC	12	9	3	24

The Parent Advisory Committee will meet for final review and consult on May 17, 2016. The Parent Advisory Committee is made up of members from the SSCs, ELACs, and DELACs.

Meeting	Dates	Total
PAC	May 17, 2016 at ARLC	5 (3 Parents, 1 Student, 1 Staff)

The Riverside County Office Teachers Association (RCOTA) met for final review of the LCAP on April 12, 2016. Representatives of Chapter 693 of the California School Employees Association met for final review of the LCAP on April 14, 2016.

The Riverside County Board of Education reviewed the components of the LCAP at the meetings on March 9, 2016 (School Profile and Stakeholder Engagement), on April 13, 2016 (LCAP Annual Update), and on May 11, 2016 (LCAP Draft). The LCAP will be presented at the Board meeting on June 8, 2016 for public review and comment and on June 22, 2016 for final approval.

Students were involved through focus group meetings and/or surveys (213 student survey responses). Principals facilitated student focus group meetings to gather input for the LCAP from February to March.

Student Focus Group Meetings:

School Site	Date	Students	School Site	Date	Students
ARLC/Grindstaff	3/3/2016	10	FH Butterfield	3/15/2016	65
Betty G Gibbel RLC	3/15/2016	8	Hemet Cal-SAFE	3/15/2016	10
David L. Long RLC	3/23/2016	5	Palm Springs CS/Cal-SAFE	1/7/2016	8
Don F. Kenny RLC	3/7/2016	7			

classes.

- Provide integrated ELD and literacy skills in reading comprehension, academic writing, and speaking in all core content classes.

After analyzing SBAC scores, course credit completion, and student enrollment data and reviewing the research (Wagner, L.A., 2015, *Promising Practices Supporting Academic Achievement in California Juvenile Court and Community Schools*), parents (including parents on SSCs, ELACs, and DELACs), students (including students on SSCs), and staff recommended the following:

- Continue implementing courses (AVID, UC a-g, CTE, credit recovery, integrated math) that align with school districts to provide for a seamless transition when students return to their districts of residence.
- Continue providing classroom-based instruction and independent study for district referred students.

After analyzing student tutoring hour completion data and Why Try program participation and reviewing the research (RCOE 2014-2015 Foster Youth Services Program Evaluation Annual Report), parents (including parents on SSCs, ELACs, and DELACs), students (including students on SSCs), and staff recommended the following:

- Continue Strategic Tutoring.
- Continue the Education Liaison program.
- Continue the Why Try and computer camps.
- Continue the Student Resource Specialists to implement College Connections.

Students provided the following input through focus group meetings and surveys:

- Continue the small class sizes. Students get work done and get more attention from the teacher.
- Continue options for credit recovery.
- Students say “they get a second chance here.”
- Increase use of computers and tablets in class.
- Add more challenging and relevant learning activities that simulate modern day problems and situations.
- Continue the trips to Vocabemy for work-related occupations creating projects.
- Continue the drug prevention and social worker counseling.
- Continue the help with completing financial aid applications (FAFSA).

Community agencies/partners were involved in the LCAP stakeholder engagement process through quarterly meetings. The tables with the dates include meetings for the LCAP and the Annual Update.

The Alternative Education Career Technical Education (CTE)/Perkins Advisory Committee met quarterly to review the CTE Plan, which is aligned to LCAP Goal 2. The Alternative Education CTE/Perkins Advisory Committee met on February 9 and March 31, 2016 to review the 2014-2015 Core Indicator Results and actions related to the CTE Annual Plan. The members of the CTE Advisory Committee include a representatives from the Economic Development Agency (EDA), Probation, the California Family Life Center, Smooth Transitions, and the Riverside Community College District along with RCOE administrators/principals and teachers.

Meeting	Dates	Partners	Total
Alternative Education Career Technical Education Advisory Committee	October 5, 2015 December 1, 2015 February 9, 2016 March 31, 2016	<ul style="list-style-type: none"> California Family Life Center Economic Development Agency (EDA) Probation Department Riverside Community College District RCOE administrators, principals, teachers Smooth Transitions 	15

The 23 school districts in Riverside County provided feedback for the RCOE LCAP. The 23 school districts in Riverside County provided feedback for the RCOE LCAP Goal 5 (Riverside County Expelled Student Plan) at the RCOE Child Welfare and Attendance meeting on February 18 and March 24, 2016.

Meeting	Dates	Partners	Total
Riverside County Child Welfare and Attendance Meetings	January 21, 2016 February 18, 2016 March 24, 2016	School Districts in Riverside County	23

Riverside County Probation provided input for the LCAP during meetings on February 25 and April 14, 2016. The meeting included RCOE Alternative Education administration and the three Probation directors of the Juvenile Halls and the Chief Deputy Probation Officer.

Meeting	Dates	Partners	Total
Probation Quarterly Meetings	October 26, 2015 December 17, 2015 February 25, 2016 April 14, 2016	<ul style="list-style-type: none"> Six RCOE administrators Six Probation administrators 	12

The Foster Youth Advisory Board met on January 29, 2016 at a regularly scheduled quarterly meeting to review the LACP and provide input for Goal 6. The membership of the Foster Youth

The meetings with the community agencies/partners were parallel to the meetings with RCOE staff, parents, and students from Alternative Education. The separate listing is for the purpose of this report.

Based on the 2014-2015 CTE Core Indicator Results and the CTE enrolment data, the following actions were developed from the discussion at the CTE Advisory Committee at the meetings:

- Continue the five CTE pathways in Design, Visual, and Media Arts (Perkins and CTEIG), Food Service and Hospitality (Perkins and CTEIG), Hospitality, Tourism, and Recreation (Perkins and CTEIG), Professional Sales and Marketing (Perkins and CTEIG), and Product Innovation and Design (CCPT).
- Continue Vocademy contract for CTE/Makerspace courses.
- Continue the CTE programs (construction, masonry, welding) in the Jails.

The following actions were re-affirmed from the discussion with school districts regarding the LCAP and 2015-2018 Expelled Student Plan:

- The contracted ADA rate/cost for educating district referred students in the Community School program was confirmed.
- The CWA directors received their Foster Youth District Service Waiver.

The following actions were developed from the discussion with Probation:

- The Probation directors discussed the opening of the new AMC Youth Treatment and Education Center (YTEC) in Riverside. Probation will need five teachers for YTEC. Probation will need to close one classroom at LF Smith in Indio and one classroom at FHB in Riverside.
- Alternative Education will shift one teaching position and one instructional assistant position from LF Smith and two teaching positions and two instructional assistant positions from FHB to YTEC. Alternative Education will hire two teachers and two instructional assistants for YTEC.

Foster Youth Advisory Board provided the following input:

Advisory Board included the district child welfare and attendance staff, school counselors who work with foster youth, group home administrators, staff from the Department of Public Social Services (DPSS) and Probation, representatives from local colleges, and representatives from partner agencies and the Loma Linda University evaluation and transition teams.

Meeting	Dates	Partners	Total
Foster Youth Advisory Board Meetings	October 23, 2015 January 29, 2016 March 25, 2016	<ul style="list-style-type: none"> • Districts – 15 • Partner Agencies – 5 (Includes DPSS, Loma Linda University, Chavez and Moore Education Services, and Smooth Transitions) • Community Colleges – 2 (RCC & Moreno Valley College) • Group Homes – 1 • DPSS Youth Partners – 2 (Former Foster Youth) 	25

- The Educational Representative program will not be continued in 2016-2017 due to district partnerships to accomplish this action.
- CALPADS will replace the Foster Focus database. Foster Focus will not be continued in 2016-2017.
- The Foster Youth Advisory Board discussed the membership requirements, Community partners, school districts, current and former Foster Youth students.
- Changes will be made as a result of AB 854. Interagency collaboration to serve Riverside County foster youth is a central focus which includes partnerships with the Departments of Behavioral Health, Social Services, Probation and the 23 school districts. The District Service Waiver is new, which all districts must execute and provide to Riverside County Office of Education Foster Youth Services if their preference is for the RCOE FYSCP to provide services in the three areas of priority: tutoring, mentoring and counseling. Districts may request RCOE to provide any or all of the three services.

Annual Update Involvement Process:

The Annual Update was integrated with the development of the three year LCAP planning process. Meetings at the beginning of the year are separated for the purpose of completing this section. The LCAP Annual Update section was referenced for the entire planning process in order to adequately identify goals and actions for subsequent school years. The data and research used for the Annual Update is included in the first section of the LCAP document under Stakeholder Engagement.

The Annual Update process was initiated on September 30, 2015. Subsequent meetings for the Annual Update were held on October 21, November 18, and December 9, 2015. Meetings were held with staff, parents, and students at the schools across the county. Meetings with partner agencies were held quarterly.

Annual Update:

Stakeholders used the data and research to frame the conversations for developing goals. Six goals were identified for the Alternative Education LCAP.

Goal 1: Students will demonstrate proficiency in the California Standards in reading, writing, and math.

- The 2014-2015 SBAC scores in ELA (7.6% meeting standards and 22.7% nearly meeting standards) and math (1% meeting standards and 5.8% nearly meeting standards) and RCOE short-cycle assessment data in ELA and math demonstrated the ongoing need for a goal on student proficiency in reading, writing, and math.

Goal 2: All students will graduate from high school and be prepared for post-secondary education and careers.

- The high school graduation data (86.7% in 2014-2015), EAP (7.6% Conditional Ready and zero at College Ready in 2014-2015), UC a-g course enrollment (18.5% in 2014-2015), and CTE participation (29% in 2014-2015) demonstrated the ongoing need for a focus on graduation and preparation for colleges and careers.

Goal 3: All students will be connected to school and educated in positive, safe, and healthy learning environments.

- The attendance data (75.4 in 2014-2015), suspension data (14.3% in Community School and 8% in Court School in 2014-2015), and survey results indicated an ongoing need to focus on school connection and safety.

Goal 4: English Learners will acquire proficiency in English. The SBAC scores for English learners on the SBAC in ELA (6.7% in 2014-2015), and math (zero in 2014-2015), the Annual Measureable Achievement Objectives in 2014-2015 (41.1% attaining English proficient

	<p>level on CELDT), and the Reclassification rate (1% 2014-2015) demonstrated an ongoing need to focus on the English learner subgroup.</p> <p>Goal 5: Instruction for expelled students will be coordinated with the school districts in Riverside County.</p> <ul style="list-style-type: none"> County offices are required to address the Expelled Student Plans. Courses credit completion is one important metric that is used as a measure for returning to districts of residence and graduating from high school. <p>Goal 6: Foster Youth Services: Students will receive support through coordination of services.</p> <ul style="list-style-type: none"> County offices are required to address the coordination of Foster Youth Services. Two metrics to measure services with districts are student tutoring completion rates and WhyTry participation.
<p>Stakeholders (parents, students, and staff) analyzed the data that was available in the fall of 2015 (SBAC results from the spring of 2015) and engaged in a review of research (which is indicated in the LCAP Stakeholder Involvement process on pages 4-7) stakeholder input meetings from September through December 2015.</p> <p>Parents and students were involved in the review and analysis of the LCAP Annual Update for the Riverside County Office of Education at School Site Council meetings (September 12 and 28, December 5 and 8, 2015 for Court School and Community School), the English Learner Advisory Committee meetings (September 12 and 28, December 5 and 8, 2015 Court School and Community School), the District English Learner Advisory Committee meeting (November 3, 2015 and January 14, 2016). During the meetings, parents and students reviewed student data (quantitative), engaged in dialogue about research-based programs and strategies, discussed ideas with staff at table groups, and prioritized their suggestions. Parents and students also completed surveys at the schools.</p> <p>Students were involved through focus group meetings and/or surveys. Principals facilitated student focus group meetings to gather input for the LCAP from February to March.</p>	<p>Parents, students, and staff provided the following input:</p> <ul style="list-style-type: none"> Provide programs and support for students in English-language arts to improve reading, writing, listening and speaking skills. Provide English learners with ELD and interventions. Implement programs to help students in math. Continue College Connection program. Continue with positive behavior practices. Continue counseling services (Social Work, Drug Prevention). Continue parenting classes, awards ceremonies, and meetings. Continue telephone calls home. Need to use computers and tablets more often. Add more study trips. <p>At the School Site Council, ELAC meetings in September and December and the DELAC meetings in November and January, parents provided the following input based on the SBAC scores and discussion/feedback:</p> <ul style="list-style-type: none"> Continue a goal and actions to support students with limited English language skills. Continue the College Connections and College Tours. Continue the home visits for student attendance. Need to implement programs to help students in math. Provide more tutoring, especially in math. Keep the programs that motivate students to come to school. Study trips, sports programs, elective classes, and CTE courses. Explore real world work-based learning opportunities and mentors for careers/life. <p>Students provided the following input:</p> <ul style="list-style-type: none"> Using the tablets in class. Attending physical education classes regularly. Enrollment in CTE courses. Participating in the sports program.

	<ul style="list-style-type: none"> • More experiential learning trips. More Vocademy trips. • More tutoring. • More opportunities for pair/cooperative learning.
<p>The Alternative Education Career Technical Education (CTE)/Perkins Advisory Committee met on October 5 and December 1, 2015 to review the CTE Perkins Plan and the LCAP Annual Update under Goal 2.</p>	<p>The following priorities were identified at the CTE Advisory meetings:</p> <ul style="list-style-type: none"> • Integrate communication skills in CTE lessons. • Focus on industry-recognized certifications such as the Food Worker Certifications. • Implement course-related study trips to local businesses. • Explore other resources for CTE. Apply for the CTE Incentives Grant. • Continue recruiting for a robotics teacher for the California Career Partnership Trust Grant.
<p>The 23 school districts in Riverside County provided feedback for LCAP Annual Update Goal 5 (Riverside County Expelled Student Plan) at the RCOE Child Welfare and Attendance meeting on January 21, 2016).</p>	<p>The CWA district reps provided the following input at the CWA meeting:</p> <ul style="list-style-type: none"> • The CWA directors from the school districts commended RCOE Alternative Education for implementing AVID, CTE courses, UC a-g courses, PBIS, and the Integrated Math pathway. • All districts (23) indicated that they would continue their contracts with RCOE to refer expelled students to the Community School.
<p>The three Probation directors of the Juvenile Halls and the Chief Deputy Probation Officer discussed the needs for the educational program related to the LCAP Annual Update on October 26 and December 17, 2015.</p>	<p>Probation provided the following input at the quarterly meeting in October:</p> <ul style="list-style-type: none"> • The implementation of wireless internet at Southwest was a priority to enable students to use tablets. This is a pilot before expanding to the other Court School sites. • The recruitment of a part-time CTE teacher in Marketing, Sales, and Services at FH Butterfield was in progress. • The addition of Supplemental Educational Services (SES) tutoring. • The new Coordinator of Student Transitions was introduced at the December meeting. • Continue Positive Behavioral Support and Interventions.
<p>The Foster Youth Advisory Board reviewed the LACP Annual Update at its regularly scheduled quarterly meeting on October 23, 2015.</p>	<p>The Foster Youth Advisory Board provide the following input:</p> <ul style="list-style-type: none"> • Continue Strategic Tutoring. • Continue Educational Liaisons. • Increase student participation in the college bound computer camps. • Based on AB 854 legislation, Foster Youth Services changes to the Foster Youth Services Coordinating program (from a direct service model to a coordinating model). The three major requirements of the program, which include tutoring, mentoring and counseling, will become district responsibilities. If districts are not able to provide the services, they may request the county program to provide the services.

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate "all" for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d)

and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Actions/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA’s goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA’s budget?

<p>GOAL:</p>	<p>Goal 1: Students will demonstrate proficiency in the California Standards in reading, writing, and math.</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 ___ 4 <input checked="" type="checkbox"/> 5 ___ 6 ___ 7 ___ 8 <input checked="" type="checkbox"/> COE only: 9 ___ 10 ___ Local : Specify _____</p>
<p>Identified Need:</p>	<p>To develop actions for Goal 1, stakeholders analyzed student achievement results (SBAC in ELA and math, RCOE short-cycle assessments results), reviewed research (CDE, 2015, <i>Supporting High Quality Common Core Mathematics Instruction</i>; Hanover Research, 2015, <i>Closing the Achievement Gap</i>; Harvard University, 2015, <i>The Influence of Teaching</i>; National Council of Teachers of Mathematics, 2013, <i>Principles to Actions. Executive Summary</i>), and engaged in discussions at forums that included school stakeholder meetings, SSCs, ELACs, DELACs, and community partner meetings.</p> <p>Alternative Education completed the second year (2015-2016) of implementing the School Improvement Grant, which is aligned to the LCAP goals and actions. The Riverside County Office of Education Community School received the three year School Improvement Grant totaling \$5,951,010 in order to implement the transformation model beginning in 2014-2015. The 2016-2017 school year is the last year of SIG. Actions included replacing the principals, negotiating a teacher evaluation process that includes data and rewards, implementing high quality professional development, providing operational flexibility, using data to for planning and instructional differentiation, increasing learning time for students and staff, and enhancing family and community involvement. Actions also include implementing a multi-tiered system of support and intervention, enhancing support for EL students and students with disabilities, improving technology integration, increasing rigor and high school graduation rates to prepare students for college and career readiness, implementing summer transition and programs to improve school climate.</p> <p>The Alternative Education Leadership Team (central office administrators/coordinators, principals, counselors, and school psychologists) analyzed the data, survey responses, and stakeholder input in order to prioritize actions for Goal 1. The Single Plans for Student Achievement (SPSAs) are aligned to LCAP Goal 1.</p> <p>In order to improve academic achievement, students need textbooks, materials, and equipment to engage in meaningful learning of the California ELA/ELD and math standards along with rigorous and relevant learning activities that include project-based learning, high-impact classroom strategies and routines, inter-disciplinary thematic lessons, and literacy across the curriculum along with explicit strategy instruction combined with example-based learning in mathematics courses. In order to improve academic achievement for low income students, English learners, students with disabilities, and foster youth, staff will implement support/interventions that include extended learning time (double block classes and ILT), differentiated instruction, credit recovery, and tutoring to address their specific learning needs.</p> <p>Based on surveys, staff input discussions, and Highly Qualified Teacher (HQT) data, teachers need professional development in ELA and math instruction, technology integration in ELA and math, Next Generation Science Standards, project-based learning, and services for students with disabilities. Teachers need time on one Wednesday per month to analyze student achievement data in order to develop interventions for the Multi-tiered System of Response and to design differentiated instructional strategies to meet student needs. Teachers (new and veteran) need the Verification Process for Special Settings in order to meet the highly qualified teacher criteria under No Child Left Behind. In order to enhance teacher success and retention, teachers need in-class support from TOSAs and coaches and access to conferences that address individual needs.</p>	
<p>Goal Applies to:</p>	<p>Schools: All (Community and Court) Applicable Pupil Subgroups:</p>	<p>All</p>
<p>Goal 1: LCAP Year 1: 2016-2017</p>		
<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • Determine Academic Performance Index (API) when the California Department of Education (CDE) sets targets in 2016-2017. • The 2015-2016 SBAC scores in ELA have not been reported at this time. The goal will be as follows: The percent of students scoring at meeting standards in ELA on the SBAC (CAASPP) will increase by 5% in 2016-2017. • The 2015-2016 scores in mathematics have not been reported at this time. The goal will be as follows: The percent of students scoring at meeting standards in math on the SBAC (CAASPP) will increase by 5% in 2016-2017. • The percent of students scoring 70% or higher on the Alt. Ed. short-cycle summative assessments in ELA will increase from 3.4% in 2015-2016 to 8.4% in 2016-2017. • The percent of students scoring 70% or higher on the Alt. Ed. short-cycle summative assessments in math will increase from 1.4% in 2015-2016 to 6.4% in 2016-2017. • The percent of Highly Qualified Teachers (HQT) will increase from 89.4% in 2014-2015 to 90.4% in 2015-2016 (Data reported from the prior year). • Textbook sufficiency will be maintained in 2016-2017. 	

Goal 1: LCAP Year 1: 2016-2017

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures																		
<p>Implement project-based learning in the ELA/ELD and math units of study.</p> <p>Update and implement the California Standards maps, units of study, and short cycle assessments in ELA/ELD and math with support from principals, consultants, and collaboration during PLCs (this is an annual process for each year).</p> <p>Our partnership with WE Schools, a free service-learning program, will provide teachers with resources such as curriculum, service campaigns, motivational speakers, and coordinator support to educate our students with authentic, critical thinking learning opportunities, inspire empathy and personal responsibility through research and leadership, and empower our students to take action on issues in their local and global communities that they care about.</p>	<p>All. District-wide.</p>	<p>✓ALL</p> <p>OR:</p> <p>___ Low Income pupils</p> <p>___ English Learners</p> <p>___ Foster Youth</p> <p>___ Redesignated fluent English proficient</p> <p>___ Other Subgroups:(Specify) ___</p>	<table border="1"> <thead> <tr> <th>Object Code</th> <th>Action & Budget</th> <th>Cost</th> </tr> </thead> <tbody> <tr> <td>1100</td> <td>Teacher Hourly Pay, Title I</td> <td>\$45,048</td> </tr> <tr> <td>5800</td> <td>Project-Based Learning, Title I</td> <td>\$1,500</td> </tr> <tr> <td>5800</td> <td>Key Data Contract, Title I</td> <td>41,000</td> </tr> <tr> <td colspan="2">Total</td> <td>\$87,548</td> </tr> </tbody> </table>	Object Code	Action & Budget	Cost	1100	Teacher Hourly Pay, Title I	\$45,048	5800	Project-Based Learning, Title I	\$1,500	5800	Key Data Contract, Title I	41,000	Total		\$87,548			
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<p>Purchase and implement new English-language arts/English language development textbooks and instructional materials. Continue to implement an online library (MyOn) for students to access reading materials in school and at home.</p>	<p>All. District-wide.</p>	<p>✓ALL</p> <p>OR:</p> <p>___ Low Income pupils</p> <p>___ English Learners</p> <p>___ Foster Youth</p> <p>___ Redesignated fluent English proficient</p> <p>___ Other Subgroups:(Specify) ___</p>	<table border="1"> <thead> <tr> <th>Object Code</th> <th>Action & Budget</th> <th>Cost</th> </tr> </thead> <tbody> <tr> <td>4100</td> <td>Textbooks & materials, Lottery</td> <td>\$200,000</td> </tr> <tr> <td colspan="2">Total</td> <td>\$200,000</td> </tr> </tbody> </table>	Object Code	Action & Budget	Cost	4100	Textbooks & materials, Lottery	\$200,000	Total		\$200,000									
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Goal 1: LCAP Year 1: 2016-2017

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures																													
<p>Continue to utilize computers and tablets for instruction and assessment in ELA and math and to monitor student learning in the Community Schools and Court Schools.</p>	<p>All. District-wide.</p>	<p>✓ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) _____</p>	<table border="1"> <thead> <tr> <th>Object Code</th> <th>Action & Budget</th> <th>Cost</th> </tr> </thead> <tbody> <tr> <td>4400</td> <td>Tablets, Title I</td> <td>\$3,250</td> </tr> <tr> <td>4400</td> <td>Computers & Laptops, Microsoft Voucher</td> <td>\$46,265</td> </tr> <tr> <td>4400</td> <td>Printers & Scanners, Microsoft Voucher</td> <td>\$5,000</td> </tr> <tr> <td>5700</td> <td>Tech Sup. , LCFF</td> <td>\$109,848</td> </tr> <tr> <td>5700</td> <td>Tech Replace Plan, LCFF</td> <td>\$160,922</td> </tr> <tr> <td>5700</td> <td>Pro-Rata Share, LCFF</td> <td>\$126,653</td> </tr> <tr> <td>5700</td> <td>Tablet Replace Plan, LCFF</td> <td>\$73,685</td> </tr> <tr> <td colspan="2">Total</td> <td>\$525,623</td> </tr> </tbody> </table>	Object Code	Action & Budget	Cost	4400	Tablets, Title I	\$3,250	4400	Computers & Laptops, Microsoft Voucher	\$46,265	4400	Printers & Scanners, Microsoft Voucher	\$5,000	5700	Tech Sup. , LCFF	\$109,848	5700	Tech Replace Plan, LCFF	\$160,922	5700	Pro-Rata Share, LCFF	\$126,653	5700	Tablet Replace Plan, LCFF	\$73,685	Total		\$525,623		
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<p>Continue to provide the induction program for new teachers, the Verification Process for Special Settings (VPSS), and coaching for veteran teachers (VPSS registration for teachers in ELA, math, and social science, science at \$950 per subject). Alternative Education teachers are required to possess two credentials, a multiple or single subject credential and a mild/moderate credential. Teachers earn an additional 4% for holding two credentials.</p> <p>Continue the STARS (Supporting Teachers Achieving Results for Students) peer coaching model.</p>	<p>All. District-wide.</p>	<p>✓ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) _____</p>	<table border="1"> <thead> <tr> <th>Object Code</th> <th>Action & Budget</th> <th>Cost</th> </tr> </thead> <tbody> <tr> <td>5800</td> <td>Contract with RCOE CTI , Title II</td> <td>\$ 2,000</td> </tr> <tr> <td>5800</td> <td>VPSS with RCOE Ed Services, Title II</td> <td>\$ 11,990</td> </tr> <tr> <td>1100</td> <td>STARS Peer Coaching Model, Title I</td> <td>\$ 14,174</td> </tr> <tr> <td colspan="2">Total</td> <td>\$ 28,164</td> </tr> </tbody> </table>	Object Code	Action & Budget	Cost	5800	Contract with RCOE CTI , Title II	\$ 2,000	5800	VPSS with RCOE Ed Services, Title II	\$ 11,990	1100	STARS Peer Coaching Model, Title I	\$ 14,174	Total		\$ 28,164														
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Goal 1: LCAP Year 1: 2016-2017

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures																																
<p align="center">SILK Professional Development</p> <p>Project-Based Learning (June SILK).</p> <p>Updated ELA/ELD and math Units of Study (July).</p> <ul style="list-style-type: none"> • ELA/ELD textbook training (August SILK). • ELA/ELD and math workshops and instructional differentiation, including classroom management (August SILK). • IEP development (August SILK). • Plato (August SILK). • Multi-Tiered System of Support (August SILK) • Technology Aeries Gradebook (August SILK). 	<p>All. District-wide.</p>	<p>✓ALL</p> <p>-----</p> <p>OR:</p> <p>__Low Income pupils</p> <p>__English Learners</p> <p>__Foster Youth</p> <p>__Redesignated fluent English proficient</p> <p>__Other Subgroups:(Specify)_____</p> <p>-----</p>	<table border="1"> <thead> <tr> <th>Object Code</th> <th>Action and Budget</th> <th>Expenditure</th> </tr> </thead> <tbody> <tr> <td>1100</td> <td>Math TOSA, Title I & SIG</td> <td>116,569</td> </tr> <tr> <td>5200</td> <td>AVID Summer Institute, LCFF</td> <td>2,000</td> </tr> <tr> <td>1100</td> <td>Teacher Extra Duty Summer, Title I and SIG</td> <td>56,761</td> </tr> <tr> <td>1100</td> <td>Wednesday PLC Teacher Salary, Title I</td> <td>181,241</td> </tr> <tr> <td>1100</td> <td>Teacher ILT on 2 Wed., SIG</td> <td>49,553</td> </tr> <tr> <td>5200</td> <td>Conferences, LCFF</td> <td>5,000</td> </tr> <tr> <td>5200</td> <td>Mileage, Title I</td> <td>36,000</td> </tr> <tr> <td>4300</td> <td>Materials & Printing, Title I</td> <td>3,000</td> </tr> <tr> <td></td> <td>Total</td> <td>450,124</td> </tr> </tbody> </table>	Object Code	Action and Budget	Expenditure	1100	Math TOSA, Title I & SIG	116,569	5200	AVID Summer Institute, LCFF	2,000	1100	Teacher Extra Duty Summer, Title I and SIG	56,761	1100	Wednesday PLC Teacher Salary, Title I	181,241	1100	Teacher ILT on 2 Wed., SIG	49,553	5200	Conferences, LCFF	5,000	5200	Mileage, Title I	36,000	4300	Materials & Printing, Title I	3,000		Total	450,124		
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<p><u>Wednesday Professional Learning Community (PLC) collaboration schedule</u></p> <ul style="list-style-type: none"> • One Wednesday each month for data teams at the sites for the analysis of student data (short cycle assessments, RenLearn, and teacher tests) to develop targeted lessons for students followed by teacher ILT for two hours. • One Wednesday each month for Multi-Tiered System of Support for Students (MTSS) teacher collaboration followed by teacher ILT for two hours. • One Wednesday each quarter on high-impact classroom strategies and routines, inter-disciplinary thematic lessons, and literacy across the curriculum. • One Wednesday each quarter on explicit strategy instruction combined with example-based learning in mathematics courses. • One Wednesday each quarter on best practices for students with disabilities and IEP development. • One Wednesday each quarter on technology integration in ELA and math. • One Wednesday each semester on the Next Generation Science Standards. 																																			

Goal 1: LCAP Year 1: 2016-2017

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures		
			Object Code	Action & Budget	Expenditure
Continue to use data from PLC data teams meetings to identify students for increased learning time, small group instruction, reading intervention, math intervention, Plato credit recovery, and Supplemental Education Services tutoring.	All. District-wide.	<u>__ALL</u> ----- OR: <input checked="" type="checkbox"/> _Low Income pupils <input checked="" type="checkbox"/> _English Learners <input checked="" type="checkbox"/> _Foster Youth <input type="checkbox"/> _Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____	5800	Plato Credit Recovery, Title I & SIG	46,426
			5800	Ren Learn Contract, Title I & SIG	45,723
			1100	ILT for Students 2 hours per week, SIG	81,086
			1100	ILT for Students 4 hours on 4 Saturdays, SIG	18,019
			1100	ILT for students in June, SIG	59,535
			5800	SES Tutors, Title I	200,000
				Total	450,789
Continue to monitor and evaluate student learning and modify lessons based on data and IEP goals during PLCs with support from three TOSAs and two school psychologists.	All. District-wide.	<u>__ALL</u> ----- OR: <input checked="" type="checkbox"/> _Low Income pupils <input checked="" type="checkbox"/> _English Learners <input checked="" type="checkbox"/> _Foster Youth <input type="checkbox"/> _Redesignated fluent English proficient <input checked="" type="checkbox"/> _Other Subgroups: <u>Students with Disabilities</u>	4300	Materials, LCFE	5,000
			1100	TOAs (3) Alt Ed/SpEd	220,246
			1100	Psychologist(2) Alt Ed/SpEd & SIG	191,914
				Total	417,160

Goal 1: LCAP Year 2: 2017-2018

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • Determine Academic Performance Index (API) when the California Department of Education (CDE) sets targets for 2017-2018. • The percent of students scoring at meeting standards in ELA on the SBAC (CAASPP) will increase by 5% in 2017-2018. • The percent of students scoring at meeting standards in math on the SBAC (CAASPP) will increase by 5% in 2017-2018. • The percent of students scoring 70% or higher on the Alt. Ed. short-cycle assessments in ELA will increase from 8.4% in 2016-2017 to 13.4% in 2017-18. • The percent of students scoring 70% or higher on the Alt. Ed. short-cycle assessments in math will increase from 6.4% in 2016-2017 to 11.4% in 2017-18. • The percent of Highly Qualified Teachers (HQT) will increase from 90.4% in 2015-2016 to 91.4% in 2016-2017 (Data reported from the prior year). • Textbook sufficiency will be maintained in 2017-2018.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures												
<p>Implement project-based learning in the ELA/ELD and math units of study.</p> <p>Update and implement the California Standards maps, units of study, and short cycle assessments in ELA/ELD and math with support from principals, consultants, and collaboration during PLCs (this is an annual process for each year).</p>	<p>All. District-wide.</p>	<p>✓ALL</p> <p>OR:</p> <p>__Low Income pupils</p> <p>__English Learners</p> <p>__Foster Youth</p> <p>__Redesignated fluent English proficient</p> <p>__Other Subgroups:(Specify)_____</p>	Object Code	Action & Budget	Cost										
			1100	Teacher Hourly Pay, Title I	\$45,048										
			5800	Project-Based Learning, Title I	\$1,500										
			5800	Key Data Contract, Title I	41,000										
			Total		\$87,548										
<table border="1" style="width: 100%;"> <tr> <th style="width: 50%;">Planning Instruction around NGSS 17-18</th> <th style="width: 50%;">Full Alignment of Instruction to NGSS 18 -19</th> </tr> <tr> <td>Review grade level or subject area performance expectations.</td> <td>Implement formative and summative assessments aligned to NGSS.</td> </tr> <tr> <td>Use planning tool, create an NGSS Unit of study.</td> <td>Map or implementing district curriculum guides.</td> </tr> <tr> <td>Use an Instructional Model to create learning cycle that integrates the three dimensions of the NGSS.</td> <td>Implementing NGSS adopted curriculum.</td> </tr> <tr> <td>Create multiple formative performance tasks to be used in the classroom to assess student performance and understanding of multiple performance expectations.</td> <td></td> </tr> </table>	Planning Instruction around NGSS 17-18	Full Alignment of Instruction to NGSS 18 -19	Review grade level or subject area performance expectations.	Implement formative and summative assessments aligned to NGSS.	Use planning tool, create an NGSS Unit of study.	Map or implementing district curriculum guides.	Use an Instructional Model to create learning cycle that integrates the three dimensions of the NGSS.	Implementing NGSS adopted curriculum.	Create multiple formative performance tasks to be used in the classroom to assess student performance and understanding of multiple performance expectations.		<p>All. District-wide.</p>	<p>✓ALL</p> <p>OR:</p> <p>__Low Income pupils</p> <p>__English Learners</p> <p>__Foster Youth</p> <p>__Redesignated fluent English proficient</p> <p>__Other Subgroups:(Specify)_____</p>	Object Code	Action & Budget	Cost
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Create multiple formative performance tasks to be used in the classroom to assess student performance and understanding of multiple performance expectations.															
1100	Teacher Hourly Pay Cur. Com., Title I	\$45,137													
5800	Ed Services Contract for NGSS, LCFF	\$14,000													
			Total	\$59,137											
<p>Adopt and implement science textbooks. Continue to implement an online library (MyOn) for students to access reading materials in school and at home.</p>	<p>All. District-wide.</p>	<p>✓ALL</p> <p>OR:</p> <p>__Low Income pupils</p> <p>__English Learners</p> <p>__Foster Youth</p> <p>__Redesignated fluent English proficient</p> <p>__Other Subgroups:(Specify)_____</p>	Object Code	Action & Budget	Cost										
			4100	Textbooks & materials, Lottery	\$140,000										
						Total	\$140,000								

Goal 1: LCAP Year 2: 2017-2018

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures																													
<p>Continue to utilize computers and tablets for instruction and assessment in ELA and math and to monitor student learning in the Community Schools and Court Schools.</p>	<p>All. District-wide.</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<table border="1"> <thead> <tr> <th>Object Code</th> <th>Action & Budget</th> <th>Cost</th> </tr> </thead> <tbody> <tr> <td>4400</td> <td>Tablets, Title I</td> <td>\$3,250</td> </tr> <tr> <td>4400</td> <td>Computers & Laptops, Title I</td> <td>\$46,265</td> </tr> <tr> <td>4400</td> <td>Printers & Scanners, Title I</td> <td>\$5,000</td> </tr> <tr> <td>5700</td> <td>Tech Sup. , LCFF</td> <td>\$109,848</td> </tr> <tr> <td>5700</td> <td>Tech Replace Plan, LCFF</td> <td>\$160,922</td> </tr> <tr> <td>5700</td> <td>Pro-Rata Share, LCFF</td> <td>\$126,653</td> </tr> <tr> <td>5700</td> <td>Tablet Replace Plan, LCFF</td> <td>\$73,685</td> </tr> <tr> <td colspan="2">Total</td> <td>\$525,623</td> </tr> </tbody> </table>	Object Code	Action & Budget	Cost	4400	Tablets, Title I	\$3,250	4400	Computers & Laptops, Title I	\$46,265	4400	Printers & Scanners, Title I	\$5,000	5700	Tech Sup. , LCFF	\$109,848	5700	Tech Replace Plan, LCFF	\$160,922	5700	Pro-Rata Share, LCFF	\$126,653	5700	Tablet Replace Plan, LCFF	\$73,685	Total		\$525,623		
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<p>Continue to provide the induction program for new teachers, the Verification Process for Special Settings (VPSS), and coaching for veteran teachers (VPSS registration for teachers in ELA, math, and social science, science at \$950 per subject). Alternative Education teachers are required to possess two credentials, a multiple or single subject credential and a mild/moderate credential. Teachers earn an additional 4% for holding two credentials.</p> <p>Continue the STARS (Supporting Teachers Achieving Results for Students) peer coaching model.</p>	<p>All. District-wide.</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<table border="1"> <thead> <tr> <th>Object Code</th> <th>Action & Budget</th> <th>Cost</th> </tr> </thead> <tbody> <tr> <td>5800</td> <td>Contract with RCOE CTI , Title II</td> <td>\$ 2,000</td> </tr> <tr> <td>5800</td> <td>VPSS with RCOE Ed Services, Title II</td> <td>\$ 11,990</td> </tr> <tr> <td>1100</td> <td>STARS Peer Coaching Model, Title I</td> <td>\$ 14,883</td> </tr> <tr> <td colspan="2">Total</td> <td>\$ 28,873</td> </tr> </tbody> </table>	Object Code	Action & Budget	Cost	5800	Contract with RCOE CTI , Title II	\$ 2,000	5800	VPSS with RCOE Ed Services, Title II	\$ 11,990	1100	STARS Peer Coaching Model, Title I	\$ 14,883	Total		\$ 28,873														
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Goal 1: LCAP Year 2: 2017-2018

Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures		
Provide professional development in the History-Social Science Standards, technology integration, data analysis and differentiated instruction, and PBIS to teachers and instructional assistants. Provide follow-up in-class support for teachers and instructional assistants from the ELA/ELD consultant and the math TOSA.		All. District-wide.	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Object Code	Action and Budget	Expenditure
June SILK Week	June 2017 Revise Units of Study and Short-Cycle tests.			1100	Math TOSA, Title I	122,397
August SILK Week	August 2017 Lesson planning and strategies to teach the History-Social Science Standards. Site strategic planning			5200	AVID Summer Institute, LCFF	2,000
				1100	Teacher Extra Duty Summer, Title I	59,599
				1100	Wednesday PLC Teacher Salary, Title I	190,303
				5200	Conferences, Title I	5,000
				5200	Mileage, Title I	36,000
				4300	Materials & Printing, Title I	3,000
					Total	418,299

Wednesday PLC Schedule

- One Wednesday each month on lesson planning and strategies to teach the History-Social Science Standards.
- One Wednesday each month on technology integration in online collaborative projects with peers, community members, and field experts as appropriate (e.g., bulletin boards, e-mail, discussion forums, listservs, podcasts, and Web conferencing) and projects that incorporate multi-media products, videos, animations, and simulations.
- One Wednesday each month on the analysis of student data (short cycle assessments, RenLearn, and teacher developed tests) to develop differentiated instruction for students at sites.
- One Wednesday each month on MTSS.

Goal 1: LCAP Year 2: 2017-2018

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures																				
Continue to use data from PLC data teams meetings to identify students for increased learning time, small group instruction, reading intervention, math intervention, Plato credit recovery, and after school tutoring.	All. District-wide.	__ALL ----- OR: ✓ Low Income pupils ✓ English Learners ✓ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:	<table border="1"> <thead> <tr> <th>Object Code</th> <th>Action & Budget</th> <th>Expenditure</th> </tr> </thead> <tbody> <tr> <td>5800</td> <td>Plato Credit Recovery, Title I</td> <td>46,426</td> </tr> <tr> <td>5800</td> <td>Ren Learn Contract, Title I</td> <td>45,723</td> </tr> <tr> <td>1100</td> <td>June Summer School for students, Title I</td> <td>62,512</td> </tr> <tr> <td>5800</td> <td>SES Tutors, Title I</td> <td>200,000</td> </tr> <tr> <td colspan="2">Total</td> <td>354,661</td> </tr> </tbody> </table>	Object Code	Action & Budget	Expenditure	5800	Plato Credit Recovery, Title I	46,426	5800	Ren Learn Contract, Title I	45,723	1100	June Summer School for students, Title I	62,512	5800	SES Tutors, Title I	200,000	Total		354,661		
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Continue to monitor and evaluate student learning and modify lessons based on data and IEP goals during PLCs with support from three TOAs and two school psychologists.	All. District-wide.	__ALL ----- OR: ✓ Low Income pupils ✓ English Learners ✓ Foster Youth __ Redesignated fluent English proficient ✓ Other Subgroups: <u>Students with Disabilities</u>	<table border="1"> <thead> <tr> <th>Object Code</th> <th>Actions and Budget</th> <th>Expenditures</th> </tr> </thead> <tbody> <tr> <td>4300</td> <td>Materials, LCFF</td> <td>5,000</td> </tr> <tr> <td>1100</td> <td>TOAs (3) Alt Ed/SpEd</td> <td>231,258</td> </tr> <tr> <td>1100</td> <td>Psychologist(2), Alt Ed/SpEd & Title I</td> <td>201,510</td> </tr> <tr> <td colspan="2">Total</td> <td>437,768</td> </tr> </tbody> </table>	Object Code	Actions and Budget	Expenditures	4300	Materials, LCFF	5,000	1100	TOAs (3) Alt Ed/SpEd	231,258	1100	Psychologist(2), Alt Ed/SpEd & Title I	201,510	Total		437,768					
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Total		437,768																					

Goal 1: LCAP Year 3: 2018-2019

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Determine Academic Performance Index (API) when the California Department of Education (CDE) sets targets for 2018-2019. • The percent of students scoring at meeting standards in ELA on the SBAC (CAASPP) will increase by 5% in 2018-2019. • The percent of students scoring at meeting standards in math on the SBAC (CAASPP) will increase by 5% in 2018-2019. • The percent of students scoring 70% or higher on the Alt. Ed. short-cycle assessments in ELA will increase from 13.4% in 2017-18 to 18.4% in 2018-2019. • The percent of students scoring 70% or higher on the Alt. Ed. short-cycle assessments in math will increase from 11.4% in 2017-18 to 16.4% in 2018-2019. • The percent of Highly Qualified Teachers (HQT) will increase from 91.4% in 2016-2017 to 92.4% in 2017-2018 (Data reported from the prior year). • Textbook sufficiency will be maintained in 2017-2018.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures				
Implement project-based learning in the ELA/ELD and math units of study. Update and implement the California Standards maps, units of study, and short cycle assessments in ELA/ELD and math with support from principals, consultants, and collaboration during PLCs (this is an annual process for each year).	All. District-wide.	✓ALL OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)____	Object Code	Action & Budget	Cost		
			1100	Teacher Hourly Pay, Title I	\$49,665		
			5800	Project-Based Learning, Title I	\$1,500		
			5800	Key Data Contract, Title I	41,000		
			Total		\$92,165		
Continue the Next Generation Science Standards implementation pathway model. <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p style="text-align: center;">Full Alignment of Instruction to NGSS 18 -19</p> <p>Implement formative and summative assessments aligned to NGSS.</p> <p>Map or implementing district curriculum guides.</p> <p>Implementing NGSS adopted curriculum.</p> </div>	All. District-wide.	✓ALL OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)____	Object Code	Action & Budget	Cost		
			1100	Teacher Hourly Pay Cur. Com., Title I	\$47,394		
			5800	Ed Services Contract for NGSS, LCFF	\$14,000		
						Total	\$61,394
Implement science textbooks. Continue to implement an online library (MyOn) for students to access reading materials in school and at home.	All. District-wide.	✓ALL OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)____	Object Code	Action & Budget	Cost		
			4100	Textbooks & materials, Lottery	\$200,000		
						Total	\$200,000

Goal 1: LCAP Year 3: 2018-2019

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures		
			Object Code	Action & Budget	Cost
Continue to utilize computers and tablets for instruction and assessment in ELA and math and to monitor student learning in the Community Schools and Court Schools.	All. District-wide.	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	4400	Tablets, Title I	\$3,250
			4400	Computers & Laptops, Title I	\$46,265
			4400	Printers & Scanners, Title I	\$5,000
			5700	Tech Sup. , LCFF	\$109,848
			5700	Tech Replace Plan, LCFF	\$160,922
			5700	Pro-Rata Share, LCFF	\$126,653
			5700	Tablet Replace Plan, LCFF	\$73,685
				Total	\$525,623
Continue to provide the induction program for new teachers, the Verification Process for Special Settings (VPSS), and coaching for veteran teachers (VPSS registration for teachers in ELA, math, and social science, science at \$950 per subject). Alternative Education teachers are required to possess two credentials, a multiple or single subject credential and a mild/moderate credential. Teachers earn an additional 4% for holding two credentials. Continue the STARS (Supporting Teachers Achieving Results for Students) peer coaching model.	All. District-wide.	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	5800	Contract with RCOE CTI, Title II	\$ 2,000
			5800	VPSS with RCOE Ed Services, Title II	\$ 11,990
			1100	STARS Peer Coaching Model, Title I	\$ 15,627
				Total	\$ 29,617

Goal 1: LCAP Year 3: 2018-2019

Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures		
Provide professional development in the History-Social Science Standards, technology integration, data analysis and differentiated instruction, and PBIS to teachers and instructional assistants. Provide follow-up in-class support for teachers and instructional assistants from the ELA/ELD consultant and the math TOSA.		All. District-wide.	✓ ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) ____	Object Code	Action and Budget	Expenditure
June SILK Week	June 2017 Revise Units of Study and Short-Cycle tests.			1100	Math TOSA, Title I	128,517
August SILK Week	August 2017 Lesson planning and strategies to teach the History-Social Science Standards. Site strategic planning			5200	AVID Summer Institute, LCFF	2,000
				1100	Teacher Extra Duty Summer, Title I	62,579
				1100	Wednesday PLC Teacher Salary, Title I	199,818
				5200	Conferences, Title I	5,000
				5200	Mileage, Title I	36,000
				4300	Materials & Printing, Title I	3,000
					Total	436,914
<u>Wednesday PLC Schedule</u>		<ul style="list-style-type: none"> • One Wednesday each month on lesson planning and strategies to teach the History-Social Science Standards. • One Wednesday each month on technology integration in online collaborative projects with peers, community members, and field experts as appropriate (e.g., bulletin boards, e-mail, discussion forums, listservs, podcasts, and Web conferencing) and projects that incorporate multi-media products, videos, animations, and simulations. • One Wednesday each month on the analysis of student data (short cycle assessments, RenLearn, and teacher developed tests) to develop differentiated instruction for students at sites. • One Wednesday each month on MTSS. 				

Goal 1: LCAP Year 3: 2018-2019

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures																				
Continue to use data from PLC data teams meetings to identify students for increased learning time, small group instruction, reading intervention, math intervention, Plato credit recovery, and after school tutoring.	All. District-wide.	__ALL ----- OR: ✓_Low Income pupils ✓_English Learners ✓_Foster Youth __Redesignated fluent English proficient __Other Subgroups:	<table border="1"> <thead> <tr> <th>Object Code</th> <th>Action & Budget</th> <th>Expenditure</th> </tr> </thead> <tbody> <tr> <td>5800</td> <td>Plato Credit Recovery, Title I</td> <td>46,426</td> </tr> <tr> <td>5800</td> <td>Ren Learn Contract, Title I</td> <td>45,723</td> </tr> <tr> <td>1100</td> <td>June Summer School for students, Title I</td> <td>65,637</td> </tr> <tr> <td>5800</td> <td>SES Tutors, Title I</td> <td>200,000</td> </tr> <tr> <td colspan="2">Total</td> <td>357,786</td> </tr> </tbody> </table>	Object Code	Action & Budget	Expenditure	5800	Plato Credit Recovery, Title I	46,426	5800	Ren Learn Contract, Title I	45,723	1100	June Summer School for students, Title I	65,637	5800	SES Tutors, Title I	200,000	Total		357,786		
Object Code	Action & Budget	Expenditure																					
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5800	Ren Learn Contract, Title I	45,723																					
1100	June Summer School for students, Title I	65,637																					
5800	SES Tutors, Title I	200,000																					
Total		357,786																					
Continue to monitor and evaluate student learning and modify lessons based on data and IEP goals during PLCs with support from three TOAs and two school psychologists.	All. District-wide.	__ALL ----- OR: ✓_Low Income pupils ✓_English Learners ✓_Foster Youth __Redesignated fluent English proficient ✓_Other Subgroups: <u>Students with Disabilities</u>	<table border="1"> <thead> <tr> <th>Object Code</th> <th>Actions and Budget</th> <th>Expenditures</th> </tr> </thead> <tbody> <tr> <td>4300</td> <td>Materials, LCFF</td> <td>5,000</td> </tr> <tr> <td>1100</td> <td>TOAs (3), Alt Ed/SpEd</td> <td>242,821</td> </tr> <tr> <td>1100</td> <td>Psychologist(2), Alt Ed/SpEd & Title I</td> <td>211,585</td> </tr> <tr> <td colspan="2">Total</td> <td>459,406</td> </tr> </tbody> </table>	Object Code	Actions and Budget	Expenditures	4300	Materials, LCFF	5,000	1100	TOAs (3), Alt Ed/SpEd	242,821	1100	Psychologist(2), Alt Ed/SpEd & Title I	211,585	Total		459,406					
Object Code	Actions and Budget	Expenditures																					
4300	Materials, LCFF	5,000																					
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1100	Psychologist(2), Alt Ed/SpEd & Title I	211,585																					
Total		459,406																					

<p>GOAL:</p>	<p>Goal 2: All students will graduate from high school and be prepared for post-secondary education and careers.</p>	<p>Related State and/or Local Priorities: 1__ 2__ 3__ 4✓ 5✓ 6__ 7✓ 8✓ COE only: 9__ 10__ Local : Specify _____</p>
<p>Identified Need:</p>	<p>To develop actions for Goal 2, stakeholders examined college and career readiness indicators (SBAC, EAP, enrollment in CTE and UC a-g courses, CTE Core Indicator Results) and reviewing the research (American Institute for Research, 2013, <i>Predictors of Post-Secondary Success</i>; Hanover Research, 2014, <i>Best Practices in K-12 College and Career Readiness</i>; Hanover Research, 2015, <i>Best Practices in Supporting 18-21 Year-Old Students in K-12 Education</i>), and engaged in discussions at forums that included school stakeholder meetings, SSCs, ELACs, DELACs, and community partner meetings.</p> <p>The Alternative Education Leadership Team (central office administrators/coordinators, principals, counselors, and school psychologists) analyzed the data, survey responses, and stakeholder input in order to prioritize actions for Goal 2. LCAP Goal 2 is aligned to RCOE’s vision, mission, core values and pledge that all students will graduate from high school well prepared for college and the workforce.</p> <p>In order to continue the progress in preparing students for college and careers, students need continued access to UC a-g courses, including Expository Reading and Writing, the Advancement Via Individual Determination (AVID) program, Career Technical Education pathways, systems to assess college/career/workforce readiness skills and prepare students for college, continued opportunities to complete the High School Equivalency Test (GED and HiSET), and experiential learning activities. Low income students, English learners, students with disabilities, and foster youth need continued support through AVID, school counselors, College Connections, and the Social Work Intern program. Probationary youth at the Court School facilities within Riverside County (F. H. Butterfield School in Riverside, L. F. Smith in Indio, Southwest Center in Murrieta, and YTEC in Riverside) need academic and behavior interventions to improve achievement and facilitate their transition back to their school districts of residence.</p> <p>In elective classes, students need the integration of job and work readiness skills that focus on the development of key learning skills and techniques, such as time management, goal setting, persistence, collaborative learning, and technology proficiency. In core classes, students need key cognitive strategies such as problem formulation, research, interpretation, communication, and precision and accuracy.</p>	
<p>Goal Applies to:</p>	<p>Schools: All (Community and Court) Applicable Pupil Subgroups: All</p>	
<p>Goal 2: LCAP Year 1: 2016-2017</p>		
<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • The high school graduation rate will increase from 86.7% in 2014-2015 to 87.7% in 2015-2016 (Data reported form the prior year). • The 2015-2016 EAP scores in ELA have not been reported at this time. The goal will be as follows: The percent scoring College Conditional Ready on the Early Assessment Program (EAP) in ELA and math will increase by 5% in 2016-2017. • The percent of students enrolled in CTE courses will increase from 65.1% in 2015-2016 to 67.1% in 2016-2017 (Most students are enrolled for one semester and sometimes two semesters, which is not sufficient time to complete a CTE sequence of courses). • The percent of students completing UC a-g courses will increase from 65% in 2015-2016 to 67% in 2016-2017. • Offer the Advanced Placement Exam to students who request the exam. • The California High School Exit Exam has been suspended as a requirement for graduation through the 2017-18 school year. 	

Goal 2: LCAP Year 1: 2016-2017

Actions/Services				Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures																										
Continue to add UC a-g courses and submit to UC Doorways for approval. Implement Expository Reading and Writing (ERWC). Provide resources for biology labs.				All. District-wide.	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Object Code	Actions and Budget	Expenditures																								
						4300	Supplies for biology labs, LCFF	4,400																								
						Total		4,400																								
Continue to implement Career Technical Education (CTE) courses in Community School and one CTE course in the Court School.				All. District-wide.	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Object Code	Actions and Budget	Expenditure																								
						1100	Three full-time CTE teachers SIG	252,482																								
						1100	One full-time CTE teacher, CCPT	70,754																								
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Industry Sector</th> <th style="text-align: center;">Career Pathway</th> <th style="text-align: center;">Course</th> <th style="text-align: center;">Schools</th> </tr> </thead> <tbody> <tr> <td>Arts, Media, and Entertainment</td> <td>Design, Visual, and Media Arts</td> <td>Digital Photography</td> <td>DLRLC VVRLC</td> </tr> <tr> <td>Manufacturing & Product Develop.</td> <td>Product Innovat & Design</td> <td>Product Innovation and Design</td> <td>DLL BGRLC VVRLC</td> </tr> <tr> <td>Marketing, Sales, and Service</td> <td>Marketing</td> <td>Financial Literacy</td> <td>F.H. B.</td> </tr> <tr> <td>Hospitality, Tourism, & Rec</td> <td>Food Service and Hospitality</td> <td>Culinary Arts</td> <td>ARLC & Grindstaff</td> </tr> <tr> <td>Hospitality, Tourism, & Rec.</td> <td>Hospitality, Tourism, & Rec</td> <td>Hospitality Occupations</td> <td>DFKRLC</td> </tr> </tbody> </table>				Industry Sector	Career Pathway	Course	Schools	Arts, Media, and Entertainment	Design, Visual, and Media Arts	Digital Photography	DLRLC VVRLC	Manufacturing & Product Develop.	Product Innovat & Design	Product Innovation and Design	DLL BGRLC VVRLC	Marketing, Sales, and Service	Marketing	Financial Literacy	F.H. B.	Hospitality, Tourism, & Rec	Food Service and Hospitality	Culinary Arts	ARLC & Grindstaff	Hospitality, Tourism, & Rec.	Hospitality, Tourism, & Rec	Hospitality Occupations	DFKRLC			1100	One part-time CTE teacher, LCFF	40,000
				Industry Sector	Career Pathway	Course	Schools																									
				Arts, Media, and Entertainment	Design, Visual, and Media Arts	Digital Photography	DLRLC VVRLC																									
				Manufacturing & Product Develop.	Product Innovat & Design	Product Innovation and Design	DLL BGRLC VVRLC																									
				Marketing, Sales, and Service	Marketing	Financial Literacy	F.H. B.																									
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				Hospitality, Tourism, & Rec.	Hospitality, Tourism, & Rec	Hospitality Occupations	DFKRLC																									
4400	Computers, software, equipment, Perkins	28,000																														
4400	Computers, software, equipment, CTEIG	66,397																														
4400	Computers, software, equipment, Title I	66,397																														
4400	Computers, software, equipment, SIG	66,397																														
Total		590,427																														

Goal 2: LCAP Year 1: 2016-2017

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures		
			Object Code	Actions and Budget	Expenditure
Continue to implement systems to assess college/career/workforce readiness skills and prepare students for college. Provide counseling support for Free Application for Federal Student Aid (FAFSA) and college/career skill assessment (Career Cruising, \$3 per student and \$800 set up fee).	All. District-wide.	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____			
			1100	Counselors, SIG	342,799
			4300	Career Cruising program, Title I	3,000
				Total	345,799
Continue to implement high school equivalency test prep materials (GED, HiSET), implement high school equivalency test-prep, and administer high school equivalency test. Educational Testing Service offers HiSET®.	All. District-wide.	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____			
			2100	Program Assistant for GED and HiSET, LCFF	34,652
			4300	Materials, LCFF	2,834
				Total	37,486
Continue to implement experiential learning activities to colleges/universities and high need businesses/industry-sectors. Implement contract with Vocademy Makerspace experiential learning to provide students with hands on workforce skills in industry sector fields.	Community School. School-wide.	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____			
			5200	Transport and Registration, SIG	11,815
			5800	Vocademy Contract, Title I	10,000
				Total	21,815
Continue to implement a student information system that can better track student information and formulate a data team to analyze student data.	All. District-wide.	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____			
			5800	Aeries, LCFF	4,583
				Total	4,583

Goal 2: LCAP Year 1: 2016-2017

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures		
			Object Code	Actions and Budget	Expenditure
Continue to provide two Student Resource Specialists to implement the College Connection program.	Community School. School-wide.	_ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:			
			5800	Contract w/RCC for Resource Specialists, FY	78,959
			5800 I	Contract w/RCC for Resource Specialists, Title I	79,051
			5800	Contract w/RCC for Resource Specialists, SIG	26,320
				Total	184,330.00
Implement the Advancement Via Individual Determination (AVID) program at Don F. Kenny RLC and Palm Springs 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).	Community School. School-wide.	_ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: <u>Hispanic and African-American Students</u>			
			2100	AVID Tutors, Title I	21,007
			2100	AVID Tutors, SIG	20,000
			5800	AVID Fee, SIG	2,724
				Total	43,731
Continue to implement the educational program in the Court School. RCOE provides the education and redirection of probationary youth at the Court School facilities within Riverside County (F. H. Butterfield School in Riverside, L. F. Smith in Indio, Southwest Center in Murrieta, and YTEC in Riverside). The Youth Offender Programs (YOPs) are located in the Riverside and Indio Juvenile Halls. The Court School Programs provide state and county board of education approved core academic programs designed to meet the academic requirements for high school graduation or high school equivalency. The Court School instructional program includes a six-period instructional day in English-language arts/English language development, mathematics, history-social science, science, physical education, and electives.	Court School. School wide	_ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:			
			1300	Admin, LCFF	259,022
			2100	Office staff, LCFF	190,543
			1100	Teachers, LCFF	1,837,559
			2100	Inst.Asst., Title I	885,446
				Total	3,172,570

Goal 2: LCAP Year 2: 2017-2018

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • The high school graduation rate will increase from 87.7% in 2015-2016 to 88.7% in 2016-2017 (Data reported form the prior year). • The percent scoring College Conditional Ready on the Early Assessment Program (EAP) in ELA and math will increase by 5% in 2017-2018. • The percent of students enrolled in CTE courses will increase from 67.1% in 2016-2017to 69.1% in 2017-2018 (Most students are enrolled for one semester and sometimes two semesters, which is not sufficient time to complete a CTE sequence of courses). • The percent of students completing UC a-g courses will increase from 67% in 2016-2017 69% in 2017-2018. • Offer the Advanced Placement Exam to students who request the exam. • The California High School Exit Exam has been suspended as a requirement for graduation through the 2017-18 school year.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures		
Continue to add UC a-g courses and submit to UC Doorways for approval. Implement Expository Reading and Writing (ERWC). Provide resources for biology labs.	All. District-wide.	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Object Code	Actions and Budget	Expenditures
				Supplies for biology labs, LCFF	4,400
			Total		4,400
Implement one Career Technical Education (CTE) course in Community Schools and add a second CTE course in the Court Schools.	All. District-wide.	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Object Code	Actions and Budget	Expenditure
				Three full-time CTE teachers LCFF	252,482
				One full-time CTE teacher, CCPT	70,754
				One part-time CTE teacher, LCFF	40,000
			4400	Computers, software, equipment, Perkins	21,666
			4400	Computers, software, equipment, CTEIG	21,666
			4400	Computers, software, equipment, Title I	21,666
			Total		428,234

Goal 2: LCAP Year 2: 2017-2018

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures														
Continue to implement systems to assess college/career/workforce readiness skills and prepare students for college. Provide counseling support for Free Application for Federal Student Aid (FAFSA) and college/career skill assessment (Career Cruising, \$3 per student and \$800 set up fee).	All. District-wide.	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	<table border="1"> <thead> <tr> <th>Object Code</th> <th>Actions and Budget</th> <th>Expenditure</th> </tr> </thead> <tbody> <tr> <td>1100</td> <td>Counselors, Title I</td> <td>377,906</td> </tr> <tr> <td>4300</td> <td>Career Cruising program, Title I</td> <td>3,000</td> </tr> <tr> <td colspan="2">Total</td> <td>380,906</td> </tr> </tbody> </table>	Object Code	Actions and Budget	Expenditure	1100	Counselors, Title I	377,906	4300	Career Cruising program, Title I	3,000	Total		380,906		
Object Code	Actions and Budget	Expenditure															
1100	Counselors, Title I	377,906															
4300	Career Cruising program, Title I	3,000															
Total		380,906															
Continue to implement high school equivalency test prep materials (GED, HiSET), implement high school equivalency test-prep, and administer high school equivalency test.	All. District-wide.	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	<table border="1"> <thead> <tr> <th>Object Code</th> <th>Actions and Budget</th> <th>Expenditure</th> </tr> </thead> <tbody> <tr> <td>2100</td> <td>Program Assistant for GED and HiSET, LCFF</td> <td>36,385</td> </tr> <tr> <td>4300</td> <td>Materials, LCFF</td> <td>2,834</td> </tr> <tr> <td colspan="2">Total</td> <td>39,219</td> </tr> </tbody> </table>	Object Code	Actions and Budget	Expenditure	2100	Program Assistant for GED and HiSET, LCFF	36,385	4300	Materials, LCFF	2,834	Total		39,219		
Object Code	Actions and Budget	Expenditure															
2100	Program Assistant for GED and HiSET, LCFF	36,385															
4300	Materials, LCFF	2,834															
Total		39,219															
Continue to implement experiential learning activities to colleges/universities and high need businesses/industry-sectors. Continue to implement contract with Vocademy Makerspace experiential learning to provide students with hands on workforce skills in industry sector fields.	Community School. School-wide.	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	<table border="1"> <thead> <tr> <th>Object Code</th> <th>Actions and Budget</th> <th>Expenditure</th> </tr> </thead> <tbody> <tr> <td>5200</td> <td>Transport and Registration, Title I</td> <td>11,815</td> </tr> <tr> <td>5800</td> <td>Vocademy Contract, Title I</td> <td>10,000</td> </tr> <tr> <td colspan="2">Total</td> <td>21,815</td> </tr> </tbody> </table>	Object Code	Actions and Budget	Expenditure	5200	Transport and Registration, Title I	11,815	5800	Vocademy Contract, Title I	10,000	Total		21,815		
Object Code	Actions and Budget	Expenditure															
5200	Transport and Registration, Title I	11,815															
5800	Vocademy Contract, Title I	10,000															
Total		21,815															
Continue to implement Aeries to create student data dashboards to create real time awareness towards graduation.	All. District-wide.	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	<table border="1"> <thead> <tr> <th>Object Code</th> <th>Actions & Budget</th> <th>Expenditure</th> </tr> </thead> <tbody> <tr> <td>5800</td> <td>Aeries, LCFF</td> <td>4,583</td> </tr> <tr> <td colspan="2">Total</td> <td>4,583</td> </tr> </tbody> </table>	Object Code	Actions & Budget	Expenditure	5800	Aeries, LCFF	4,583	Total		4,583					
Object Code	Actions & Budget	Expenditure															
5800	Aeries, LCFF	4,583															
Total		4,583															

Goal 2: LCAP Year 2: 2017-2018

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures		
			Object Code	Actions and Budget	Expenditure
Continue to provide two Student Resource Specialists to implement the College Connection program.	Community School. School-wide.	_ALL ----- OR: ✓ Low Income pupils ✓ English Learners ✓ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups:			
			5800	Contract w/RCC for Resource Specialists, FY	158,010
			5800 I	Contract w/RCC for Resource Specialists, Title I	26,320
			Total		184,330.00
Implement the Advancement Via Individual Determination (AVID) program at Don F. Kenny RLC and Palm Springs 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).	Community School. School-wide.	_ALL ----- OR: ✓ Low Income pupils ✓ English Learners ✓ Foster Youth _ Redesignated fluent English proficient ✓ Other Subgroups: <u>Hispanic and African-American Students</u>			
			2100	AVID Tutors, Title I	43,057
			5800	AVID Fee, Title I	2,724
			Total		45,781
Implement the educational program in the Court School. RCOE provides the education and redirection of probationary youth at the Court School facilities within Riverside County (F. H. Butterfield School in Riverside, L. F. Smith in Indio, Southwest Center in Murrieta, and YTEC in Riverside). The Youth Offender Programs (YOPs) are located in the Riverside and Indio Juvenile Halls. The Court School Programs provide state and county board of education approved core academic programs designed to meet the academic requirements for high school graduation or high school equivalency. The Court School instructional program includes a six-period instructional day in English-language arts/English language development, mathematics, history-social science, science, physical education, and electives.	Court School. School wide	_ALL ----- OR: ✓ Low Income pupils _ English Learners ✓ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups:			
			1300	Admin, LCFF	207,647
			2100	Office staff, LCFF	190,543
			1100	Teachers, LCFF	1,837,559
			2100	Inst.Asst., Title I	885,446
			Total		3,121,195

Goal 2: LCAP Year 3: 2018-2019

Expected Annual Measurable Outcomes:

- The high school graduation rate will increase from 88.7% in 2016-2017 to 89.7% in 2017-2018 (Data reported form the prior year).
- The percent scoring College Conditional Ready on the Early Assessment Program (EAP) in ELA and math will increase by 5% in 2018-2019.
- The percent of students enrolled in CTE courses will increase from 69.1 in 2017-2018 to 71.1% in 2018-2019 (Most students are enrolled for one semester and sometimes two semesters, which is not sufficient time to complete a CTE sequence of courses).
- The percent of students completing UC a-g courses will increase from 69% in 2017-2018 to 71% in 2018-2019.
- Offer the Advanced Placement Exam to students who request the exam.
- The California High School Exit Exam will be re-implemented this year based on the current legislation.

Actions/Services				Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures		
Continue to add UC a-g courses and submit to UC Doorways for approval. Implement Expository Reading and Writing (ERWC). Provide resources for biology labs.				All. District-wide.	✓ ALL ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)___	Object Code	Actions and Budget	Expenditures
						4300	Supplies for biology labs, LCFF	4,400
						Total	4,400	
Implement one Career Technical Education (CTE) course in Community Schools and add a third CTE course in the Court Schools.				All. District-wide.	✓ ALL ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)___	Object Code	Actions and Budget	Expenditure
Industry Sector	Career Pathway	Course	Schools					
Arts, Media, and Entertainment	Design, Visual, and Media Arts	Digital Photography	DLRLC VVRLC	1100	Three full-time CTE teachers LCFF	252,482		
Manufacturing & Product Develop.	Product Innovat & Design	Product Innovation and Design	DLL BGRLC VVRLC	1100	One full-time CTE teacher, CCPT	70,754		
Marketing, Sales, and Service	Marketing	Financial Literacy	F.H. B.	1100	One part-time CTE teacher, LCFF	40,000		
Hospitality, Tourism, & Rec	Food Service and Hospitality	Culinary Arts	ARLC & Grindstaff	4400	Computers, software, equipment, Perkins	10,000		
Hospitality, Tourism, & Rec.	Hospitality, Tourism, & Rec	Hospitality Occupations	DFKRLC	4400	Computers, software, equipment, CTEIG	10,000		
				4400	Computers, software, equipment, Title I	10,000		
					Total	393,236		

Goal 2: LCAP Year 3: 2018-2019

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures														
Continue to implement systems to assess college/career/workforce readiness skills and prepare students for college. Provide support for Free Application for Federal Student Aid (FAFSA) and college/career skill assessment (Career Cruising, \$3 per student and \$800 set up fee).	All. District-wide.	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	<table border="1"> <thead> <tr> <th>Object Code</th> <th>Actions and Budget</th> <th>Expenditure</th> </tr> </thead> <tbody> <tr> <td>4300</td> <td>Career Cruising program, Title I</td> <td>3,000</td> </tr> <tr> <td colspan="2">Total</td> <td>3,000</td> </tr> </tbody> </table>	Object Code	Actions and Budget	Expenditure	4300	Career Cruising program, Title I	3,000	Total		3,000					
Object Code	Actions and Budget	Expenditure															
4300	Career Cruising program, Title I	3,000															
Total		3,000															
Continue to implement high school equivalency test prep materials (GED, HiSET), implement high school equivalency test-prep, and administer high school equivalency test.	All. District-wide.	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	<table border="1"> <thead> <tr> <th>Object Code</th> <th>Actions and Budget</th> <th>Expenditure</th> </tr> </thead> <tbody> <tr> <td>2100</td> <td>Program Assistant for GED and HiSET, LCFF</td> <td>38,204</td> </tr> <tr> <td>4300</td> <td>Materials, LCFF</td> <td>2,834</td> </tr> <tr> <td colspan="2">Total</td> <td>41,038</td> </tr> </tbody> </table>	Object Code	Actions and Budget	Expenditure	2100	Program Assistant for GED and HiSET, LCFF	38,204	4300	Materials, LCFF	2,834	Total		41,038		
Object Code	Actions and Budget	Expenditure															
2100	Program Assistant for GED and HiSET, LCFF	38,204															
4300	Materials, LCFF	2,834															
Total		41,038															
Continue to implement experiential learning activities to colleges/universities and high need businesses/industry-sectors. Continue to implement contract with Vocademy Makerspace experiential learning to provide students with hands on workforce skills in industry sector fields.	Community School. School-wide.	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	<table border="1"> <thead> <tr> <th>Object Code</th> <th>Actions and Budget</th> <th>Expenditure</th> </tr> </thead> <tbody> <tr> <td>5200</td> <td>Transport and Registration, Title I</td> <td>11,815</td> </tr> <tr> <td>5800</td> <td>Vocademy Contract, Title I</td> <td>10,000</td> </tr> <tr> <td colspan="2">Total</td> <td>21,815</td> </tr> </tbody> </table>	Object Code	Actions and Budget	Expenditure	5200	Transport and Registration, Title I	11,815	5800	Vocademy Contract, Title I	10,000	Total		21,815		
Object Code	Actions and Budget	Expenditure															
5200	Transport and Registration, Title I	11,815															
5800	Vocademy Contract, Title I	10,000															
Total		21,815															
Continue to implement Aeries to create student data dashboards to create real time awareness towards graduation.	All. District-wide.	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	<table border="1"> <thead> <tr> <th>Object Code</th> <th>Actions & Budget</th> <th>Expenditure</th> </tr> </thead> <tbody> <tr> <td>5800</td> <td>Aeries, LCFF</td> <td>4,583</td> </tr> <tr> <td colspan="2">Total</td> <td>4,583</td> </tr> </tbody> </table>	Object Code	Actions & Budget	Expenditure	5800	Aeries, LCFF	4,583	Total		4,583					
Object Code	Actions & Budget	Expenditure															
5800	Aeries, LCFF	4,583															
Total		4,583															

Goal 2: LCAP Year 3: 2018-2019

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures		
			Object Code	Actions and Budget	Expenditure
Continue to provide two Student Resource Specialists to implement the College Connection program.	Community School. School-wide.	_ALL ----- OR: ✓ Low Income pupils ✓ English Learners ✓ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:			
			5800	Contract w/RCC for Resource Specialists, FY	158,010
			5800 I	Contract w/RCC for Resource Specialists, Title I	26,320
			Total		184,330.00
Implement the Advancement Via Individual Determination (AVID) program at Don F. Kenny RLC and Palm Springs 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).	Community School. School-wide.	_ALL ----- OR: ✓ Low Income pupils ✓ English Learners ✓ Foster Youth __ Redesignated fluent English proficient ✓ Other Subgroups: <u>Hispanic and African-American Students</u>			
			2100	AVID Tutors, Title I	43,057
			5800	AVID Fee, Title I	2,724
			Total		45,781
Implement the educational program in the Court School. RCOE provides the education and redirection of probationary youth at the Court School facilities within Riverside County (F. H. Butterfield School in Riverside, L. F. Smith in Indio, Southwest Center in Murrieta, and YTEC in Riverside). The Youth Offender Programs (YOPs) are located in the Riverside and Indio Juvenile Halls. The Court School Programs provide state and county board of education approved core academic programs designed to meet the academic requirements for high school graduation or high school equivalency. The Court School instructional program includes a six-period instructional day in English-language arts/English language development, mathematics, history-social science, science, physical education, and electives.	Court School. School wide	_ALL ----- OR: ✓ Low Income pupils __ English Learners ✓ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:			
			1100	Admin, LCFF	356,067
			2100	Office staff, LCFF	266,576
			1100	Teachers, LCFF	1,913,592
			2100	Inst.Asst., Title I	961,523
			Total		3,497,758

<p>GOAL:</p>	<p>Goal 3: All students will be connected to school and educated in positive, safe, and healthy learning environments.</p>	<p>Related State and/or Local Priorities: 1__ 2_ 3✓ 4_ 5✓ 6✓ 7__ 8__ COE only: 9__ 10__ Local : Specify _____</p>
<p>Identified Need:</p>	<p>The actions for Goal 3 were developed after stakeholders analyzed data on student engagement and school climate (attendance, chronic absenteeism, suspensions, survey results), reviewed the research (Hanover Research, 2013, <i>Equitable Discipline through Positive Behavioral Interventions and Supports</i>; Hanover Research, 2015, <i>The Impact of Arts and Athletics Participation on Student Success</i>), and engaged in discussions at forums that included school stakeholder meetings, SSCs, ELACs, DELACs, and community partner meetings.</p> <p>The Alternative Education Leadership Team (central office administrators/coordinators, principals, counselors, and school psychologists) analyzed the data, survey responses, and stakeholder input in order to prioritize actions for Goal 3. The School Safety Plan is aligned to LCAP Goal 3.</p> <p>In order to continue the progress in connecting students to school in positive, safe, and healthy learning environments, students need continued support with attendance, substance abuse counseling, mental health services and the addition of a peer mentoring program. In order to continue progress on improving student attendance and engagement in positive and safe learning environments, Positive Behavioral Supports and Intervention (PBIS) with restorative practices, the School Attendance Review Board (SARB) process and intramural sports will be continued at all sites along with school counseling, drug and alcohol prevention counseling, and Social Work Intern counseling. In addition, the Coordinator of Student Transitions will continue to facilitate the transition of students from Court and Community Schools back to their districts of residence and the Community Diversion Team will continue at four Community School sites. Peer mentoring will be implemented in 2016-2017. Based on surveys and staff input discussions, teachers need in class support from the TOSAs on PBIS/Restorative Justice.</p> <p>In order to improve parent engagement, programs to involve parents in the education of their children will be continued along with sustained activities to communicate with families on school information and opportunities for involvement to enhance student achievement.</p>	
<p>Goal Applies to:</p>	<p>Schools: All (Community and Court)</p>	<p>Applicable Pupil Subgroups: All</p>
<p>Goal 3: LCAP Year 1: 2016-2017</p>		
<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • The student attendance rate will increase from 87.3% in 2015-2016 to 89.3% in 2016-2017. • Chronic absenteeism will be reduced from 15.4% in 2015-2016 to 14.4% in 2016-2017. • The suspension rate will decrease from 14.3% in 2014-2015 to 13.3% in 2015-2016 at the Community School and will decrease from 8% in 2014-2015 to 7% at the Court School in 2015-2016 (data reported from prior year). • The middle school dropout rate will remain at 0.002% in 2015-2016 (data reported from prior year). • The high school dropout rate will be reduced from 1.6% in 2014-2015 to 1% in 2015-2016 (data reported from prior year). • The percent of students who indicate Agree/Strongly Agree on the California Healthy Kids Survey School Climate Module under Academic Mindset and Learning Engagement will increase from 47.5% in 2015-2016 to 49.5% in 2016-2017. • The percent of parents who agree on the Alt. Ed. Parent Survey on “The school promotes parent participation in school activities” will increase from 97.14% in 2015-2016 to 98.14% in 2016-2017. • Facilities will be maintained in good repair as indicated on the 2016-2017 Facility Inspection Tool. 	

Goal 3: LCAP Year 1: 2016-2017

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures															
Continue to implement Positive Behavior Intervention Supports (PBIS)/Restorative Justice, alcohol and drug prevention counseling, and bullying prevention at Community and Court schools that focus on developing safe, trusting, self-managing classrooms.	All. District-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) ___	<table border="1"> <thead> <tr> <th>Object Code</th> <th>Actions and Budget</th> <th>Expenditure</th> </tr> </thead> <tbody> <tr> <td>5800</td> <td>Bullying Prevention, SIG</td> <td>8,700</td> </tr> <tr> <td>5800</td> <td>Alcohol/Drug Prevention Counseling, SIG</td> <td>25,000</td> </tr> <tr> <td>4300</td> <td>Community Room materials, SIG</td> <td>12,000</td> </tr> <tr> <td colspan="2">Total</td> <td>45,700</td> </tr> </tbody> </table>	Object Code	Actions and Budget	Expenditure	5800	Bullying Prevention, SIG	8,700	5800	Alcohol/Drug Prevention Counseling, SIG	25,000	4300	Community Room materials, SIG	12,000	Total		45,700
Object Code	Actions and Budget	Expenditure																
5800	Bullying Prevention, SIG	8,700																
5800	Alcohol/Drug Prevention Counseling, SIG	25,000																
4300	Community Room materials, SIG	12,000																
Total		45,700																
Implement strategies to improve student attendance such as monthly SARB meetings, home visits, and attendance incentives along with counseling sessions that provide students with skills on decision-making, social-emotional behavior, and bullying prevention.	All. District-wide.	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) ___	<table border="1"> <thead> <tr> <th>Object Code</th> <th>Actions and Budget</th> <th>Expenditure</th> </tr> </thead> <tbody> <tr> <td>4300</td> <td>Materials, including bus passes, SIG</td> <td>2,500</td> </tr> <tr> <td>5800</td> <td>Contract with A2A, LCFF</td> <td>22,100</td> </tr> <tr> <td colspan="2">Total</td> <td>24,600</td> </tr> </tbody> </table>	Object Code	Actions and Budget	Expenditure	4300	Materials, including bus passes, SIG	2,500	5800	Contract with A2A, LCFF	22,100	Total		24,600			
Object Code	Actions and Budget	Expenditure																
4300	Materials, including bus passes, SIG	2,500																
5800	Contract with A2A, LCFF	22,100																
Total		24,600																
Implement programs to enhance student health (mental health, emotional, physical), fitness, and nutrition through curriculum/lessons and physical exercise. Implement Skillstreaming, a skill-deficient approach of systematic, social skill instruction for students to effectively communicate, enhance self-esteem, and remediate and prevent aggression. Teachers will facilitate the 50 lessons of explicit instruction, role-playing, and feedback during the Advisory period. Implement the program, <i>Come and Get It!</i> Nutrition and Physical Activity for Lifelong Health: A Nutrition and Physical Activity Curriculum for High School Alternative Education Programs. The 20-lesson curriculum was designed specifically for high school students in Alternative Education Programs such as community schools and schools located in juvenile detention facilities. The goal of this course is to give students a basis of knowledge and skills to make healthy lifestyle choices that support their whole "well-being" and encourage them to make positive changes in their nutrition and physical activity health behaviors.	All. District-wide.	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) ___	<table border="1"> <thead> <tr> <th>Object Code</th> <th>Actions and Budget</th> <th>Expenditure</th> </tr> </thead> <tbody> <tr> <td>4300</td> <td>Skill-Streaming materials, LCFF</td> <td>4,300</td> </tr> <tr> <td>4300</td> <td>Nutrition & Physical Act Materials, LCFF</td> <td>5,000</td> </tr> <tr> <td colspan="2">Total</td> <td>9,300</td> </tr> </tbody> </table>	Object Code	Actions and Budget	Expenditure	4300	Skill-Streaming materials, LCFF	4,300	4300	Nutrition & Physical Act Materials, LCFF	5,000	Total		9,300			
Object Code	Actions and Budget	Expenditure																
4300	Skill-Streaming materials, LCFF	4,300																
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Total		9,300																
Implement a student peer-mentoring program. The Youth Advocates United to Succeed (YAUTS) through the Riverside County SELPA provides peer-to-peer student mentoring for support with social-emotional learning and conflict resolution.	All. District-wide.	<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English pro. <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Hispanic and African American</u>	<table border="1"> <thead> <tr> <th>Object Code</th> <th>Actions and Budget</th> <th>Expenditure</th> </tr> </thead> <tbody> <tr> <td>4300</td> <td>Materials, LCFF</td> <td>5,000</td> </tr> <tr> <td colspan="2">Total</td> <td>5,000</td> </tr> </tbody> </table>	Object Code	Actions and Budget	Expenditure	4300	Materials, LCFF	5,000	Total		5,000						
Object Code	Actions and Budget	Expenditure																
4300	Materials, LCFF	5,000																
Total		5,000																

Goal 3: LCAP Year 1: 2016-2017

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures																							
Continue to implement Community Diversion Team (informal probation) at Arlington RLC, Don F. Kenny RLC, and Palm Springs Community School to provide students with additional support systems to enhance student achievement.	Community School. Four sites.	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)____	<table border="1"> <thead> <tr> <th>Object Code</th> <th>Actions and Budget</th> <th>Expenditure</th> </tr> </thead> <tbody> <tr> <td>5800</td> <td>Contract with Probation, LCFF</td> <td>198,000</td> </tr> <tr> <td>4300</td> <td>Materials, LCFF</td> <td>3,500</td> </tr> <tr> <td>5200</td> <td>Experiential Learning, SIG</td> <td>5,920</td> </tr> <tr> <td colspan="2">Total</td> <td>207,420</td> </tr> </tbody> </table>	Object Code	Actions and Budget	Expenditure	5800	Contract with Probation, LCFF	198,000	4300	Materials, LCFF	3,500	5200	Experiential Learning, SIG	5,920	Total		207,420								
Object Code	Actions and Budget	Expenditure																								
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4300	Materials, LCFF	3,500																								
5200	Experiential Learning, SIG	5,920																								
Total		207,420																								
Continue to implement a Coordinator of Student Transitions for the Court Schools and Community Schools to track student movement, records exchanges, and community re-entry.	Court School. School-wide.	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)____	<table border="1"> <thead> <tr> <th>Object Code</th> <th>Actions and Budget</th> <th>Expenditure</th> </tr> </thead> <tbody> <tr> <td>1300</td> <td>Coordinator of Student Transitions, Title I</td> <td>114,890</td> </tr> <tr> <td>4300</td> <td>Materials, Title I</td> <td>3,000</td> </tr> <tr> <td colspan="2">Total</td> <td>117,890</td> </tr> </tbody> </table>	Object Code	Actions and Budget	Expenditure	1300	Coordinator of Student Transitions, Title I	114,890	4300	Materials, Title I	3,000	Total		117,890											
Object Code	Actions and Budget	Expenditure																								
1300	Coordinator of Student Transitions, Title I	114,890																								
4300	Materials, Title I	3,000																								
Total		117,890																								
Continue to implement physical education and provide intramural athletic programs for students.	Community School. School-wide.	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)____	<table border="1"> <thead> <tr> <th>Object Code</th> <th>Actions and Budget</th> <th>Expenditure</th> </tr> </thead> <tbody> <tr> <td>1100</td> <td>PE teacher salaries, SIG</td> <td>203,703</td> </tr> <tr> <td>2100</td> <td>Referees, LCFF</td> <td>4,720</td> </tr> <tr> <td>5200</td> <td>Transport, LCFF</td> <td>40,000</td> </tr> <tr> <td>4300</td> <td>Uniforms, SIG</td> <td>5,000</td> </tr> <tr> <td>5200</td> <td>Physicals, SIG</td> <td>5,600</td> </tr> <tr> <td colspan="2">Total</td> <td>259,023</td> </tr> </tbody> </table>	Object Code	Actions and Budget	Expenditure	1100	PE teacher salaries, SIG	203,703	2100	Referees, LCFF	4,720	5200	Transport, LCFF	40,000	4300	Uniforms, SIG	5,000	5200	Physicals, SIG	5,600	Total		259,023		
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4300	Uniforms, SIG	5,000																								
5200	Physicals, SIG	5,600																								
Total		259,023																								
Continue to provide custodial services to maintain clean and safe facilities.	All. District-wide.	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)____	<table border="1"> <thead> <tr> <th>Object Code</th> <th>Actions and Budget</th> <th>Expenditure</th> </tr> </thead> <tbody> <tr> <td>5600</td> <td>Custodial services, LCFF</td> <td>148,657.00</td> </tr> <tr> <td colspan="2">Total</td> <td>148,657.00</td> </tr> </tbody> </table>	Object Code	Actions and Budget	Expenditure	5600	Custodial services, LCFF	148,657.00	Total		148,657.00														
Object Code	Actions and Budget	Expenditure																								
5600	Custodial services, LCFF	148,657.00																								
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Goal 3: LCAP Year 1: 2016-2017

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures		
			Object Code	Actions and Budget	Expenditure
Implement parent communication and training that include Edulink (automatic phone system) and the parent workshops to connect families with community resources that provide educational enrichment and support.	All. District-wide.	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)____			
			5200	Edulink, Title I and Title III	7,955
			5200	Contract for Parent Inv., SIG	18,000
			5200	Contract for Parent Inv., Title I	
				Total	25,955
Implement Aeries based gradebook which will provide options for parent portal.	All. District-wide.	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)____	Costs for system listed under Goal 2.		
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.	All. District-wide.	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)____			
			4300	Materials, Title I	7,000
			4300	Materials, Title III	3,000
				Total	10,000
Continue to include parent participation in the development of Individual Learning Plans (ILP) to foster an understanding of the academic and transition goals the school will address.	All. District-wide.	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)____			
			4300	Materials, Title I	5,000
				Total	5,000
Continue to implement the Social Work intern program.	All. District-wide.	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:_____			
			5200	Social Work Interns, SIG	20,000
			5200	Social Work Interns, Title I	20,000
			5200	Social Work Interns, FYS	20,000
				Total	60,000

Goal 3: LCAP Year 2: 2017-2018

- Expected Annual Measurable Outcomes:**
- The student attendance rate will increase from 89.3% in 2016-2017 to 90.3% in 2017-2018.
 - Chronic absenteeism will be reduced from 14.4% in 2016-2017 to 13.4% in 2017-2018.
 - The suspension rate will decrease from 14.3% in 2014-2015 to 13.3% 2015-2016 at the Community School and will decrease from 7% in 2015-2016 to 6% at the Court School in 2015-2016 (data reported from prior year).
 - The middle school dropout rate will remain at 0.002% in 2016-2017 (data reported from prior year).
 - The high school dropout rate will remain at 1% in 2016-2017 (data reported from prior year).
 - The percent of students who indicate Agree/Strongly Agree on the California Healthy Kids Survey School Climate Module under Academic Mindset and Learning Engagement will increase from 49.5% in 2016-2017 to 51.5% in 2017-2018.
 - The percent of parents who agree on the Alt. Ed. Parent Survey on “The school promotes parent participation in school activities” will increase from 98.14% in 2016-2017 to 99.14% in 2017-2018.
 - Facilities will be maintained in good repair as indicated on the 2017-2018 Facility Inspection Tool.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures														
Continue to implement Positive Behavior Intervention Supports (PBIS)/Restorative Justice, alcohol and drug prevention counseling, and bullying prevention at Community and Court schools that focus on developing safe, trusting, self-managing classrooms.	All. District-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	<table border="1"> <thead> <tr> <th>Object Code</th> <th>Actions and Budget</th> <th>Expenditure</th> </tr> </thead> <tbody> <tr> <td>5800</td> <td>Bullying Prev, Title I</td> <td>8,700</td> </tr> <tr> <td>5800</td> <td>Alcohol/Drug PrevCounsel, Stitle I</td> <td>25,000</td> </tr> <tr> <td colspan="2">Total</td> <td>33,700</td> </tr> </tbody> </table>	Object Code	Actions and Budget	Expenditure	5800	Bullying Prev, Title I	8,700	5800	Alcohol/Drug PrevCounsel, Stitle I	25,000	Total		33,700		
Object Code	Actions and Budget	Expenditure															
5800	Bullying Prev, Title I	8,700															
5800	Alcohol/Drug PrevCounsel, Stitle I	25,000															
Total		33,700															
Implement monthly SARB meetings, home visits, and attendance incentives along with counseling sessions that provide students with skills on decision-making, social-emotional behavior, and bullying prevention.	All. District-wide.	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	<table border="1"> <thead> <tr> <th>Object Code</th> <th>Actions and Budget</th> <th>Expenditure</th> </tr> </thead> <tbody> <tr> <td>4300</td> <td>Materials, Title I</td> <td>2,500</td> </tr> <tr> <td>5800</td> <td>Contract with A2A, LCFF</td> <td>22,100</td> </tr> <tr> <td colspan="2">Total</td> <td>24,600</td> </tr> </tbody> </table>	Object Code	Actions and Budget	Expenditure	4300	Materials, Title I	2,500	5800	Contract with A2A, LCFF	22,100	Total		24,600		
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Implement programs to enhance student health (mental health, emotional, physical), fitness, and nutrition through curriculum/lessons and physical exercise. Implement Skillstreaming and <i>Come and Get It!</i> Nutrition and Physical Activity for Lifelong Health: A Nutrition and Physical Activity Curriculum for High School Alternative Education Programs.	All. District-wide.	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	<table border="1"> <thead> <tr> <th>Object Code</th> <th>Actions and Budget</th> <th>Expenditure</th> </tr> </thead> <tbody> <tr> <td>4300</td> <td>Skill-Streaming materials, LCFF</td> <td>4,300</td> </tr> <tr> <td>4300</td> <td>Nutrition & Physical Act Materials, LCFF</td> <td>5,000</td> </tr> <tr> <td colspan="2">Total</td> <td>9,300</td> </tr> </tbody> </table>	Object Code	Actions and Budget	Expenditure	4300	Skill-Streaming materials, LCFF	4,300	4300	Nutrition & Physical Act Materials, LCFF	5,000	Total		9,300		
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Object Code	Actions and Budget	Expenditure															
4300	Materials, LCFF	5,000															
Total		5,000															

Goal 3: LCAP Year 2: 2017-2018

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures																							
Continue to implement the Community Diversion Team (informal probation) at Arlington RLC, Don F. Kenny RLC, and Palm Springs Community School to provide students with additional support systems to enhance student achievement.	Community School. Four sites.	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	<table border="1"> <thead> <tr> <th>Object Code</th> <th>Actions and Budget</th> <th>Expenditure</th> </tr> </thead> <tbody> <tr> <td>5800</td> <td>Contract with Probation, LCFF</td> <td>198,000</td> </tr> <tr> <td>4300</td> <td>Materials, LCFF</td> <td>3,500</td> </tr> <tr> <td>5200</td> <td>Experiential Learning, LCFF</td> <td>5,920</td> </tr> <tr> <td colspan="2">Total</td> <td>207,420</td> </tr> </tbody> </table>	Object Code	Actions and Budget	Expenditure	5800	Contract with Probation, LCFF	198,000	4300	Materials, LCFF	3,500	5200	Experiential Learning, LCFF	5,920	Total		207,420								
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Continue to implement a Coordinator of Student Transitions for the Court Schools and Community Schools to track student movement, records exchanges, and community re-entry.	Court School. School-wide.	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	<table border="1"> <thead> <tr> <th>Object Code</th> <th>Actions and Budget</th> <th>Expenditure</th> </tr> </thead> <tbody> <tr> <td>1300</td> <td>Coordinator Student Tran, Title I</td> <td>114,890</td> </tr> <tr> <td>4300</td> <td>Materials, Title I</td> <td>3,000</td> </tr> <tr> <td colspan="2">Total</td> <td>117,890</td> </tr> </tbody> </table>	Object Code	Actions and Budget	Expenditure	1300	Coordinator Student Tran, Title I	114,890	4300	Materials, Title I	3,000	Total		117,890											
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Continue to implement physical education and provide intramural athletic programs for students.	Community School. School-wide.	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	<table border="1"> <thead> <tr> <th>Object Code</th> <th>Actions and Budget</th> <th>Expenditure</th> </tr> </thead> <tbody> <tr> <td>1100</td> <td>PE teacher salaries, Title I</td> <td>203,703</td> </tr> <tr> <td>2100</td> <td>Referees, LCFF</td> <td>4,720</td> </tr> <tr> <td>5200</td> <td>Transport, LCFF</td> <td>40,000</td> </tr> <tr> <td>4300</td> <td>Uniforms, Title I</td> <td>5,000</td> </tr> <tr> <td>5200</td> <td>Physicals, LCFF</td> <td>5,600</td> </tr> <tr> <td colspan="2">Total</td> <td>259,023</td> </tr> </tbody> </table>	Object Code	Actions and Budget	Expenditure	1100	PE teacher salaries, Title I	203,703	2100	Referees, LCFF	4,720	5200	Transport, LCFF	40,000	4300	Uniforms, Title I	5,000	5200	Physicals, LCFF	5,600	Total		259,023		
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Continue to provide custodial services to maintain clean and safe facilities.	All. District-wide.	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	<table border="1"> <thead> <tr> <th>Object Code</th> <th>Actions and Budget</th> <th>Expenditure</th> </tr> </thead> <tbody> <tr> <td>5600</td> <td>Custodial services, LCFF</td> <td>148,657.00</td> </tr> <tr> <td colspan="2">Total</td> <td>148,657.00</td> </tr> </tbody> </table>	Object Code	Actions and Budget	Expenditure	5600	Custodial services, LCFF	148,657.00	Total		148,657.00														
Object Code	Actions and Budget	Expenditure																								
5600	Custodial services, LCFF	148,657.00																								
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Goal 3: LCAP Year 2: 2017-2018

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures		
			Object Code	Actions and Budget	Expenditure
Implement parent communication and training that include Edulink (automatic phone system) and the parent workshops to connect families with community resources that provide educational enrichment and support.	All. District-wide.	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	5200	Edulink, Title I and Title III	7,955
			5200	Contract for Parent Inv., SIG	18,000
			5200	Contract for Parent Inv., Title I	
				Total	25,955
Implement Aeries based gradebook which will provide options for parent portal.	All. District-wide.	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Costs for system listed under Goal 2.		
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.	All. District-wide.	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	4300	Materials, Title I	7,000
			4300	Materials, Title III	3,000
				Total	10,000
Continue to include parent participation in the development of Individual Learning Plans (ILP) to foster an understanding of the academic and transition goals the school will address.	All. District-wide.	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	4300	Materials, Title I	5,000
				Total	5,000
Continue to implement the Social Work intern program.	All. District-wide.	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:_____	5200	Social Work Interns, Title I,	40,000
			5200	Social Work Interns, FYS	20,000
				Total	60,000

Goal 3: LCAP Year 3: 2018-2019

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • The student attendance rate will increase from 90.3% in 2017-2018 to 91.3% in 2018-2019. • Chronic absenteeism will be reduced from 13.4% in 2017-2018 to 12.4% in 2018-2019. • The suspension rate will decrease from 13.3% 2016-2017 to 12.3% in 2017-2018 at the Community School and will decrease from 6% in 2016-2017 to 5% at the Court School in 2017-2018 (data reported from prior year). • The middle school dropout rate will remain at 0.002% in 2017-2018 (data reported from prior year). • The high school dropout rate will remain at 1% in 2017-2018 (data reported from prior year). • The percent of students who indicate Agree/Strongly Agree on the California Healthy Kids Survey School Climate Module under Academic Mindset and Learning Engagement will increase from 51.5% in 2017-2018 to 52.5% in 2018-2019. • The percent of parents who agree on the Alt. Ed. Parent Survey on “The school promotes parent participation in school activities” will increase from 99.14% in 2017-2018 to 100% in 2018-2019. • Facilities will be maintained in good repair as indicated on the 2018-2019 Facility Inspection Tool.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures		
Continue to implement Positive Behavior Intervention Supports (PBIS)/Restorative Justice, alcohol and drug prevention counseling, and bullying prevention at Community and Court schools that focus on developing safe, trusting, self-managing classrooms.	All. District-wide.	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)____	Object Code	Actions and Budget	Expenditure
			5800	Bullying Prev, Title I	8,700
			5800	Alcohol/Drug PrevCounsel, Stitle I	25,000
			Total		33,700
Implement monthly SARB meetings, home visits, and attendance incentives along with counseling sessions that provide students with skills on decision-making, social-emotional behavior, and bullying prevention.	All. District-wide.	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)____	Object Code	Actions and Budget	Expenditure
			4300	Materials, Title I	2,500
			5800	Contract with A2A, LCFF	22,100
			Total		24,600
Implement programs to enhance student health (mental health, emotional, physical), fitness, and nutrition through curriculum/lessons and physical exercise. Implement Skillstreaming and <i>Come and Get It!</i> Nutrition and Physical Activity for Lifelong Health: A Nutrition and Physical Activity Curriculum for High School Alternative Education Programs.		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)____	Object Code	Actions and Budget	Expenditure
			4300	Skill-Streaming materials, LCFF	4,300
			4300	Nutrition & Physical Act Materials, LCFF	5,000
			Total		9,300
Implement a student peer-mentoring program. The Youth Advocates United to Succeed (YAUTS) through the Riverside County SELPA provides peer-to-peer student mentoring for support with social-emotional learning and conflict resolution.	All. District-wide.	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Hispanic and African American</u>	Object Code	Actions and Budget	Expenditure
			4300	Materials, LCFF	5,000
			Total		5,000

Goal 3: LCAP Year 3: 2018-2019

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures		
			Object Code	Actions and Budget	Expenditure
Continue to implement Community Diversion Team (informal probation) at Arlington RLC, Don F. Kenny RLC, and Palm Springs Community School to provide students with additional support systems to enhance student achievement.	Community School. Four sites.	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			
			5800	Contract with Probation, LCFF	198,000
			4300	Materials, LCFF	3,500
			5200	Experiential Learning, LCFF	5,920
				Total	207,420
Continue to implement a Coordinator of Student Transitions for the Court Schools and Community Schools to track student movement, records exchanges, and community re-entry.	Court School. School-wide.	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			
			1300	Coordinator Student Tran, Title I	126,666
			4300	Materials, Title I	3,000
				Total	129,666
Continue to implement physical education and provide intramural athletic programs for students.	Community School. School-wide.	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			
			1100	PE teacher salaries, Title I	224,583
			2100	Referees, LCFF	4,720
			5200	Transport, LCFF	40,000
			4300	Uniforms, Title I	5,000
			5200	Physicals, LCFF	5,600
				Total	279,903
Continue to provide custodial services to maintain clean and safe facilities.	All. District-wide.	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			
			5600	Custodial services, LCFF	148,657.00
				Total	148,657.00

Goal 3: LCAP Year 3: 2018-2019

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures		
			Object Code	Actions and Budget	Expenditure
Implement parent communication and training that include Edulink (automatic phone system) and the parent workshops to connect families with community resources that provide educational enrichment and support.	All. District-wide.	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	5200	Edulink, Title I and Title III	7,955
			5200	Contract for Parent Inv., SIG	18,000
			5200	Contract for Parent Inv., Title I	
				Total	25,955
Implement Aeries based gradebook which will provide options for parent portal.	All. District-wide.	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Costs for system listed under Goal 2.		
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.	All. District-wide.	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	4300	Materials, Title I	7,000
			4300	Materials, Title III	3,000
				Total	10,000
Continue to include parent participation in the development of Individual Learning Plans (ILP) to foster an understanding of the academic and transition goals the school will address.	All. District-wide.	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	4300	Materials, Title I	5,000
				Total	5,000
Continue to implement the Social Work intern program.	All. District-wide.	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	5200	Social Work Interns, Title I	40,000
			5200	Social Work Interns, FYS	20,000
				Total	60,000

GOAL:	Goal 4: English Learners will acquire proficiency in English.	Related State and/or Local Priorities: 1_ 2_ 3_ 4✓ 5_ 6_ 7_ 8✓ COE only: 9_ 10_ Local : Specify _____
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Identified Need:

To develop actions for Goal 4, stakeholders analyzed the CELDT and English learner scores on the SBAC in ELA and math, reviewed the research (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*), and engaged in discussions at forums that included school stakeholder meetings, SSCs, ELACs, DELACs, and community partner meetings.

The Alternative Education Leadership Team (central office administrators/coordinators, principals, counselors, and school psychologists) analyzed the data, survey responses, and stakeholder input in order to prioritize actions for Goal 4. The Title III plan is aligned to LCAP Goal 4.

In order to improve EL student English language proficiency, English learner students need new ELA/ELD textbooks/instructional materials, continued access to designated and integrated ELD class/time, ELD materials aligned to the new ELA/ELD standards, differentiated instruction, and intervention in reading and math. The reclassification process will be continued in RCOE Alternative Education.

The California English Language Development Test (CELDT) will be replaced by the English Language Proficiency Assessment for California (ELPAC) in 2017-2018 as the metric to measure English learner skills in the English language.

Goal Applies to:	Schools: All (Community and Court) Applicable Pupil Subgroups: English Learners
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Goal 4: LCAP Year 1: 2016-2017

- Expected Annual Measurable Outcomes:**
- The percent English Learner students demonstrating annual growth (AMAO 1) on the California English Language Development Test (CELDT) will increase by 2% in 2016-2017.
 - The percent of English Learner students in U.S. schools more than 5 years scoring Early Advanced or Advanced (AMAO 2) on the California English Language Development Test (CELDT) will increase by 2% in 2016-2017.
 - A new English language development assessment from the new Pearson Education ELA/ELD textbook will be implemented in 2016-2017. The new assessment will measure pre-test to post-test growth in English language proficiency.
 - The reclassification rate will increase from 1% in 2015-2016 to 3% in 2016-2017.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures		
Purchase and implement new English-language arts/English language development instructional materials. Continue English 3D materials and Rosetta Stone. Develop and implement an English language development assessment from the new Pearson Education ELA/ELD textbook to measure pre-test to post-test growth in English language proficiency.		<input type="checkbox"/> ALL	Object Code	Actions and Budget	Expenditure
		OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	4300	ELD Materials, LCFF	2,870
			5800	Rosetta Stone, Title III	4,470
			Total		7,340

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted 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 with support from principals, TOSA, and collaboration during PLCs.	All. District-wide.	<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)____	<table border="1"> <thead> <tr> <th>Object Code</th> <th>Actions and Budget</th> <th>Expenditure</th> </tr> </thead> <tbody> <tr> <td>1100</td> <td>ELA/ELD TOSA, SIG</td> <td>32,243</td> </tr> <tr> <td>1100</td> <td>ELA/ELD TOSA, Title I</td> <td>48,365</td> </tr> <tr> <td colspan="2">Total</td> <td>80,608</td> </tr> </tbody> </table>	Object Code	Actions and Budget	Expenditure	1100	ELA/ELD TOSA, SIG	32,243	1100	ELA/ELD TOSA, Title I	48,365	Total		80,608		
Object Code	Actions and Budget	Expenditure															
1100	ELA/ELD TOSA, SIG	32,243															
1100	ELA/ELD TOSA, Title I	48,365															
Total		80,608															
Implement strategic groups using targeted instructional practices (e.g., close reading, structured academic discourse, response frames, scaffolding, Thinking Maps, Reciprocal Teaching) in ELA and math. Prioritize the time of the ELA/ELD TOSA on working with teachers on supporting English learners.	All. District-wide.	<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)____	<table border="1"> <thead> <tr> <th>Object Code</th> <th>Actions and Budget</th> <th>Expenditure</th> </tr> </thead> <tbody> <tr> <td>4300</td> <td>Thinking Maps, LCFF</td> <td>2,000</td> </tr> <tr> <td colspan="2">Total</td> <td>2,000</td> </tr> </tbody> </table>	Object Code	Actions and Budget	Expenditure	4300	Thinking Maps, LCFF	2,000	Total		2,000					
Object Code	Actions and Budget	Expenditure															
4300	Thinking Maps, LCFF	2,000															
Total		2,000															
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.	All. District-wide.	<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)____	<table border="1"> <thead> <tr> <th>Object Code</th> <th>Actions and Budget</th> <th>Expenditure</th> </tr> </thead> <tbody> <tr> <td>1100</td> <td>Subs for CELDT admin, LCFF</td> <td>6,000</td> </tr> <tr> <td>4300</td> <td>CELDT Training & Materials, LCFF</td> <td>2,000</td> </tr> <tr> <td colspan="2">Total</td> <td>8,000</td> </tr> </tbody> </table>	Object Code	Actions and Budget	Expenditure	1100	Subs for CELDT admin, LCFF	6,000	4300	CELDT Training & Materials, LCFF	2,000	Total		8,000		
Object Code	Actions and Budget	Expenditure															
1100	Subs for CELDT admin, LCFF	6,000															
4300	CELDT Training & Materials, LCFF	2,000															
Total		8,000															
Implement a two-year monitoring process for RFEP students using results from RenLearn, RCOE short-cycle assessments, and student grades.	All. District-wide.	<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)____	<table border="1"> <thead> <tr> <th>Object Code</th> <th>Actions and Budget</th> <th>Expenditure</th> </tr> </thead> <tbody> <tr> <td>4300</td> <td>Materials for reclassification, Title III</td> <td>419</td> </tr> <tr> <td colspan="2">Total</td> <td>419</td> </tr> </tbody> </table>	Object Code	Actions and Budget	Expenditure	4300	Materials for reclassification, Title III	419	Total		419					
Object Code	Actions and Budget	Expenditure															
4300	Materials for reclassification, Title III	419															
Total		419															

Goal 4: LCAP Year 2: 2017-2018

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • The percent English Learner students demonstrating annual growth (AMAO 1) on the California English Language Development Test (CELDT) will increase by 2% in 2017-2018. • The percent of English Learner students in U.S. schools more than 5 years scoring Early Advanced or Advanced (AMAO 2) on the California English Language Development Test (CELDT) will increase by 2% in 2017-2018. • The English language proficiency pre-test to post-test growth targets on the textbook assessment will be set after the baseline is established in 2016-2017. • The reclassification rate will increase from 3% in 2016-2017 to 5% in 2017-2018.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures		
<p>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 with support from principals, TOSA, and collaboration during PLCs.</p> <p>Implement English-language arts/English language development instructional materials. Continue English 3D materials and Rosetta Stone.</p>	<p>All. District-wide.</p>	<p><input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	Object Code	Actions and Budget	Expenditure
			1100	ELA/ELD TOSA, Title I	101,567
			4300	ELD materials, Rosetta Stone, Title III	7,040
			Total		108,607
<p>Implement strategic groups using targeted instructional practices (e.g., close reading, structured academic discourse, response frames, scaffolding, Thinking Maps, Reciprocal Teaching) in ELA and math. Prioritize the time of the ELA/ELD TOSA on working with teachers on supporting English learners.</p>	<p>All. District-wide.</p>	<p><input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	Object Code	Actions and Budget	Expenditure
			4300	Thinking Maps, LCFF	2,000
			Total		2,000
<p>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.</p>	<p>All. District-wide.</p>	<p><input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	Object Code	Actions and Budget	Expenditure
			1100	Subs for CELDT admin, LCFF	6,000
			4300	CELDT Training & Materials, LCFF	2,000
			Total		8,000
<p>Implement a two-year monitoring process for RFEP students using results from RenLearn, RCOE short-cycle assessments, and student grades.</p>	<p>All. District-wide.</p>	<p><input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	Object Code	Actions and Budget	Expenditure
			4300	Materials for reclassification, Title III	419
			Total		419

Goal 4: LCAP Year 3: 2018-2019

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • The percent English Learner students demonstrating annual growth (AMAO 1) on the California English Language Development Test (CELDT) will increase by 2% in 2018-2019. • The percent of English Learner students in U.S. schools more than 5 years scoring Early Advanced or Advanced (AMAO 2) on the California English Language Development Test (CELDT) will increase by 2% in 2018-2019. • The English language proficiency pre-test to post-test growth targets on the textbook assessment will be set after the baseline is established in 2016-2017. • The reclassification rate will increase from 5% in 2017-2018 to 7% in 2018-2019.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted 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 with support from principals, TOSA, and collaboration during PLCs.	All. District-wide.	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Object Code	Actions and Budget	Expenditure
			1100	ELA/ELD TOSA, Title I	101,567
			4300	ELD materials, Rosetta Stone, Title III	7,040
			Total	108,607	
Implement strategic groups using targeted instructional practices (e.g., close reading, structured academic discourse, response frames, scaffolding, Thinking Maps, Reciprocal Teaching) in ELA and math. Prioritize the time of the ELA/ELD TOSA on working with teachers on supporting English learners.	All. District-wide.	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Object Code	Actions and Budget	Expenditure
			4300	Thinking Maps, LCFF	2,000
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.	All. District-wide.	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Object Code	Actions and Budget	Expenditure
			1100	Subs for CELDT admin, LCFF	6,000
			4300	CELDT Training & Materials, LCFF	2,000
			Total	8,000	
Implement a two-year monitoring process for RFEP students using results from RenLearn, RCOE short-cycle assessments, and student grades.	All. District-wide.	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Object Code	Actions and Budget	Expenditure
			4300	Materials for reclassification, Title III	419

<p>GOAL:</p>	<p>Goal 5: Instruction for expelled students will be coordinated with the school districts in Riverside County. Expelled students in the community schools will meet the terms of their expulsion plans in order to transition back to their school districts.</p>	<p>Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9✓ 10__ Local : Specify _____</p>
<p>Identified Need:</p>	<p>The Riverside County Expelled Student Plan delineates existing alternatives for expelled students, identifies gaps in educational services to expelled students, and provides strategies for addressing those service gaps. The plan also identifies alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their required rehabilitation plan or who pose a danger to other district pupils, as determined by the governing board. 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.</p> <p>Section §48916.1 provides that at the time an expulsion of a pupil is ordered, the governing board shall ensure that an education program is provided to the pupil who is subject to the expulsion order for the period of the expulsion. Any educational program provided pursuant to this section may be operated by the school district, the county superintendent of schools, or a consortium of districts or in joint agreement with the county superintendent of schools. To address the needs of expelled pupils, a number of alternative education programs have been developed by local school districts and the Riverside County Office of Education to provide continuing educational opportunities.</p> <p>A student whose behavior has resulted in expulsion is given a rehabilitation plan by the school district of residence. A student who is simply in need of an educational alternative may also access these programs through the established county referral process as required by statute.</p> <p>Education programs within Riverside County provide numerous opportunities for students who are in need of traditional and/or alternative education programs. School districts within the county offer a broad spectrum of educational alternatives, and Riverside County Office of Education offers additional options through the Community School Specialized Academic Instruction programs. Services such as Designated Instruction and Services (DIS) are provided per the student's Individualized Education Program (IEP). In some cases, the districts provide the special education services directly. All assessments in all areas of suspected disability and appropriate services and programs specified in the student's IEP are provided in compliance with all applicable state and federal laws and regulatory provisions. Appropriate services and programs designed to address the language needs of students identified as English learners are provided in compliance with all applicable state and federal laws and regulatory provisions.</p> <p>School Districts complete a Riverside County Office of Education Community School Referral for each student who is recommended for enrollment in the RCOE Community School program each year. The RCOE Community School program includes the classroom-based program for expelled students or SARB/DARB referred students, independent study, and the program for parenting teens (formerly Cal-SAFE). The LEA shall specify the date of review of readmission to the school district on the Community School Referral for students who are expelled.</p> <p>Each school district that agrees to access the Riverside County Office of Education Community School program through the contract shall pay the Riverside County Superintendent of Schools for agreed upon costs for students in seat-based and independent study programs in RCOE community schools at the rate that is set annually.</p> <p>Daily classroom-based instruction for students in grades 7-12 for a minimum of 360 minutes per day (Mondays, Tuesdays, Thursdays, and Fridays) and 240 minutes on Wednesdays for the school year and 300 minutes per day during the 6 week summer session. Independent Study (IS) for all grades requires students to complete a minimum of 25 hours of education product per week are available for students whose needs can be met through this form of instruction.</p> <p>Enrollment in the Community School has been declining for three years as a result of declining expulsions and LCFF. School Districts in Riverside County offer more alternatives for their expelled students.</p>	
<p>Goal Applies to:</p>	<p>Schools:</p>	<p>Community School Applicable Pupil Subgroups: All</p>
<p>Goal 5: LCAP Year 1: 2016-2017</p>		
<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> The percent of continuously enrolled students in Community School earning 30 credits or more during a semester toward high school graduation will increase from 22% in 2015-2016 to 24% in 2016-2017. 	

Goal 5: LCAP Year 1: 2016-2017

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures		
<p>Provide classroom-based program and independent study program at each community school for expelled elementary school students, and middle school and high school students, including parenting teens, from school districts in Riverside County.</p> <p>The Community School provides the educational program for students at Safe House in Riverside. Operation Safe House provides emergency shelter, intervention, and outreach services to youth in crisis.</p> <p>Riverside County Office of Education, Expelled Student Plan, 2015-2018. Required by AB 922 (Chapter 974, Statutes of 1995; E.C. 48926).</p>	All. District-wide.	<input checked="" type="checkbox"/> ALL	4300	Central office materials LCFF	\$69,996
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_	5800	Central office contracts LCFF	\$434,361
		1100	Central Office Admin, LCFF	\$275,407	
		1100	Central Office Admin, Alt ED SpEd	\$171,979	
		1100	Central Office Admin, Title I	\$87,013	
		1100	Central Office Admin, SIG	\$21,753	
		2100	Central office staff, LCFF	\$455,986	
		2100	Central office staff, AltEd-SpEd	\$48,818	
		2100	Central office staff, SIG	\$28,793	
		1100	Principals, LCFF	\$664,240	
		2100	Site office staff	\$544,723	
		4300	School operations, LCFF	\$186,460	
		1100	Teachers, LCFF	\$2,168,644	
		2100	Instructional Assistants, Title I	\$715,675	
		2100	CSF staff, LCFF	\$457,165	
		2100	ARTs, LCFF	\$349,375	
		2100	Food Service Workers, LCFF	\$119,309	
		5800	Food Service Contracts, LCFF	\$442,273	
		2100	Campus Security Sups, LCFF	\$515,031	
		5800	SROs, LCFF	\$253,473	
		4300	Security Materials, LCFF	\$8,860	
		5800	Security Contracts, LCFF	\$56,608	
		5500	Utilities, LCFF	275,267	
		5600	Facilities, LCFF	709,183	
		5700	Work Orders, LCFF	22,500	
			Total	9,082,892	

Goal 5: LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	The percent of continuously enrolled students in Community School earning 30 credits or more during a semester toward high school graduation will increase from 24% in 2016-2017 to 26% in 2017-2018.																																																																															
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures																																																																													
<p>Provide classroom-based program and independent study program at each community school for expelled elementary school students, and middle school and high school students, including parenting teens, from school districts in Riverside County.</p> <p>The Community School provides the educational program for students at Safe House in Riverside. Operation Safe House provides emergency shelter, intervention, and outreach services to youth in crisis.</p> <p>Riverside County Office of Education, Expelled Student Plan, 2015-2018. Required by AB 922 (Chapter 974, Statutes of 1995; E.C. 48926).</p>	<p>All. District-wide.</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<table border="1"> <thead> <tr> <th data-bbox="1621 310 1717 358">Object Code</th> <th data-bbox="1717 310 1885 358">Action & Budget</th> <th data-bbox="1885 310 2016 358">Expenditure</th> </tr> </thead> <tbody> <tr><td>4300</td><td>Central office materials LCFF</td><td>\$69,996</td></tr> <tr><td>5800</td><td>Central office contracts LCFF</td><td>\$434,361</td></tr> <tr><td>1100</td><td>Central Office Admin, LCFF</td><td>\$331,990</td></tr> <tr><td>1100</td><td>Central Office Admin, Alt ED SpEd</td><td>\$171,979</td></tr> <tr><td>1100</td><td>Central Office Admin, Title I</td><td>\$108,766</td></tr> <tr><td>2100</td><td>Central office staff, LCFF</td><td>\$484,779</td></tr> <tr><td>2100</td><td>Central office staff, AltEd-SpEd</td><td>\$48,818</td></tr> <tr><td>1100</td><td>Principals, LCFF</td><td>\$723,811</td></tr> <tr><td>2100</td><td>Site office staff</td><td>\$544,723</td></tr> <tr><td>4300</td><td>School operations, LCFF</td><td>\$186,460</td></tr> <tr><td>1100</td><td>Teachers, LCFF</td><td>\$2,270,076</td></tr> <tr><td>2100</td><td>Instructional Assistants, Title I</td><td>\$751,459</td></tr> <tr><td>2100</td><td>CSF staff, LCFF</td><td>\$457,165</td></tr> <tr><td>2100</td><td>ARTs, LCFF</td><td>\$366,844</td></tr> <tr><td>2100</td><td>Food Service Workers, LCFF</td><td>\$125,274</td></tr> <tr><td>5800</td><td>Food Service Contracts, LCFF</td><td>\$442,273</td></tr> <tr><td>2100</td><td>Campus Security Sups, LCFF</td><td>\$540,783</td></tr> <tr><td>5800</td><td>SROs, LCFF</td><td>\$253,473</td></tr> <tr><td>4300</td><td>Security Materials, LCFF</td><td>\$8,860</td></tr> <tr><td>5800</td><td>Security Contracts, LCFF</td><td>\$56,608</td></tr> <tr><td>5500</td><td>Utilities, LCFF</td><td>275,267</td></tr> <tr><td>5600</td><td>Facilities, LCFF</td><td>709,183</td></tr> <tr><td>5700</td><td>Work Orders, LCFF</td><td>22,500</td></tr> <tr><td></td><td>Total</td><td>9,385,448</td></tr> </tbody> </table>	Object Code	Action & Budget	Expenditure	4300	Central office materials LCFF	\$69,996	5800	Central office contracts LCFF	\$434,361	1100	Central Office Admin, LCFF	\$331,990	1100	Central Office Admin, Alt ED SpEd	\$171,979	1100	Central Office Admin, Title I	\$108,766	2100	Central office staff, LCFF	\$484,779	2100	Central office staff, AltEd-SpEd	\$48,818	1100	Principals, LCFF	\$723,811	2100	Site office staff	\$544,723	4300	School operations, LCFF	\$186,460	1100	Teachers, LCFF	\$2,270,076	2100	Instructional Assistants, Title I	\$751,459	2100	CSF staff, LCFF	\$457,165	2100	ARTs, LCFF	\$366,844	2100	Food Service Workers, LCFF	\$125,274	5800	Food Service Contracts, LCFF	\$442,273	2100	Campus Security Sups, LCFF	\$540,783	5800	SROs, LCFF	\$253,473	4300	Security Materials, LCFF	\$8,860	5800	Security Contracts, LCFF	\$56,608	5500	Utilities, LCFF	275,267	5600	Facilities, LCFF	709,183	5700	Work Orders, LCFF	22,500		Total	9,385,448		
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Goal 5: LCAP Year 3: 2018-2019

Expected Annual Measurable Outcomes:	The percent of continuously enrolled students in Community School earning 30 credits or more during a semester toward high school graduation will increase from 26% in 2017-2018 to 28% in 2018-2019.																																																																															
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<p>Provide classroom-based program and independent study program at each community school for expelled elementary school students, and middle school and high school students, including parenting teens, from school districts in Riverside County.</p> <p>The Community School provides the educational program for students at Safe House in Riverside. Operation Safe House provides emergency shelter, intervention, and outreach services to youth in crisis.</p> <p>Riverside County Office of Education, Expelled Student Plan, 2015-2018. Required by AB 922 (Chapter 974, Statutes of 1995; E.C. 48926).</p>	<p>All. District-wide.</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<table border="1"> <thead> <tr> <th>Object Code</th> <th>Action & Budget</th> <th>Expenditure</th> </tr> </thead> <tbody> <tr><td>4300</td><td>Central office materials LCFF</td><td>\$69,996</td></tr> <tr><td>5800</td><td>Central office contracts LCFF</td><td>\$434,361</td></tr> <tr><td>1100</td><td>Central Office Admin, LCFF</td><td>\$275,407</td></tr> <tr><td>1100</td><td>Central Office Admin, Alt ED SpEd</td><td>\$171,979</td></tr> <tr><td>1100</td><td>Central Office Admin, Title I</td><td>\$108,766</td></tr> <tr><td>2100</td><td>Central office staff, LCFF</td><td>\$484,779</td></tr> <tr><td>2100</td><td>Central office staff, AltEd-SpEd</td><td>\$48,818</td></tr> <tr><td>1100</td><td>Principals, LCFF</td><td>\$723,811</td></tr> <tr><td>2100</td><td>Site office staff</td><td>\$544,723</td></tr> <tr><td>4300</td><td>School operations, LCFF</td><td>\$186,460</td></tr> <tr><td>1100</td><td>Teachers, LCFF</td><td>\$2,270,076</td></tr> <tr><td>2100</td><td>Instructional Assistants, Title I</td><td>\$798,998</td></tr> <tr><td>2100</td><td>CSF staff, LCFF</td><td>\$457,165</td></tr> <tr><td>2100</td><td>ARTs, LCFF</td><td>\$418,755</td></tr> <tr><td>2100</td><td>Food Service Workers, LCFF</td><td>\$132,480</td></tr> <tr><td>5800</td><td>Food Service Contracts, LCFF</td><td>\$442,273</td></tr> <tr><td>2100</td><td>Campus Security Sups, LCFF</td><td>\$567,822</td></tr> <tr><td>5800</td><td>SROs, LCFF</td><td>\$253,473</td></tr> <tr><td>4300</td><td>Security Materials, LCFF</td><td>\$8,860</td></tr> <tr><td>5800</td><td>Security Contracts, LCFF</td><td>\$56,608</td></tr> <tr><td>5500</td><td>Utilities, LCFF</td><td>275,267</td></tr> <tr><td>5600</td><td>Facilities, LCFF</td><td>709,183</td></tr> <tr><td>5700</td><td>Work Orders, LCFF</td><td>22,500</td></tr> <tr><td></td><td>Total</td><td>9,462,560</td></tr> </tbody> </table>	Object Code	Action & Budget	Expenditure	4300	Central office materials LCFF	\$69,996	5800	Central office contracts LCFF	\$434,361	1100	Central Office Admin, LCFF	\$275,407	1100	Central Office Admin, Alt ED SpEd	\$171,979	1100	Central Office Admin, Title I	\$108,766	2100	Central office staff, LCFF	\$484,779	2100	Central office staff, AltEd-SpEd	\$48,818	1100	Principals, LCFF	\$723,811	2100	Site office staff	\$544,723	4300	School operations, LCFF	\$186,460	1100	Teachers, LCFF	\$2,270,076	2100	Instructional Assistants, Title I	\$798,998	2100	CSF staff, LCFF	\$457,165	2100	ARTs, LCFF	\$418,755	2100	Food Service Workers, LCFF	\$132,480	5800	Food Service Contracts, LCFF	\$442,273	2100	Campus Security Sups, LCFF	\$567,822	5800	SROs, LCFF	\$253,473	4300	Security Materials, LCFF	\$8,860	5800	Security Contracts, LCFF	\$56,608	5500	Utilities, LCFF	275,267	5600	Facilities, LCFF	709,183	5700	Work Orders, LCFF	22,500		Total	9,462,560		
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5500	Utilities, LCFF	275,267																																																																														
5600	Facilities, LCFF	709,183																																																																														
5700	Work Orders, LCFF	22,500																																																																														
	Total	9,462,560																																																																														

<p>GOAL:</p>	<p>Goal 6: Foster Youth Services: Students will receive support through coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records.</p>	<p>Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10✓ Local : Specify _____</p>
<p>Identified Need:</p>	<p>Approximately 4,500 children live in foster care homes in Riverside County and approximately 70 group homes serve foster youth. Many of these youth reside in homes that receive services through the Department of Public Social Services, Riverside County Probation Department, Riverside County Department of Mental Health and Riverside County Department of Public Health. In Riverside County, foster children enter the foster care system through the interagency placement screening committee process. The Department of Public Social Services–Group Home Placement Unit, Probation Department, Foster Family Agencies, and Department of Mental Health and Riverside County Office of Education’s Foster Youth Services Program make up the screening committee. The screening committee works jointly in screening all minors who are at risk of being considered for group home placements. The review also includes all minors being considered for therapeutic placements into group homes, Foster Family Agencies, all mental health contracts or certified placement facilities, and into state hospitals. The objective of this process is to:</p> <ol style="list-style-type: none"> 1. Determine if there are services (mental health, probation, social services, public health, education or other) that could be offered which would allow the minor to remain at home, in foster care or in relative/non-relative extended family placement. 2. To assess educational needs are clearly identified and then to follow-up on committee recommendations or least restrictive placement and most appropriate level possible. 3. Most foster children in Riverside County who are not in detention facilities or group home placements attend local district schools. Foster Youth Services works very closely with CWA units from all 23 school districts in providing comprehensive AB490 services as well as direct academic supplemental services. Riverside County School District SELPAs have contracted to develop a special education database which is web-based to access special education information for reporting data and developing IEP and other related documents. This information system will eventually be bridged with the Foster Youth Student Information System currently being piloted in Riverside County. <p>The Riverside County Probation Department has three juvenile detention facilities located in Indio, Riverside and Murrieta. RCOE FYS staff and Riverside County Probation Department identify current resources for our students (inside and outside of juvenile hall), identify gaps in services and use foster youth funds to obtain resources to overcome specific obstacles to education. The primary goal for this program is information gathering to determine an appropriate educational setting and services as the ward transfers from his/her school of origin (parent community) to juvenile hall, to a group home in a community, and back to his/her school of origin, or a suitable alternative that meets the best interest of the student. The history of each youth are tracked by CALPADS, which assists various agencies in making relevant decisions to benefit the youth with successful transition to adulthood and out of the juvenile justice system.</p> <p>Youth placed in JD programs have a high need for services that focus on assistance with high school graduation and transition to college, vocational, trade school, or into the armed services. They also lack the social skills, knowledge, and technology skills necessary in order to be successful after they leave the JD system. Many of the youth are credit deficient and have low scores in English Language Arts and Mathematics. They also lack a family support system and have a high rate of recidivism. The FYS program will continue to collaborate with Riverside County Probation Department in order to expand and improve services to youth placed in the JD facilities and to help them be successful after they transition out of the system. EC§ 42921(b) indicates that FYS programs may prescribe the methodology for determining which children may be served and identifies potential methodologies as serving specific age groups, serving children in specific geographic areas with the highest concentration of foster children, or serving the children with the greatest academic need. It also specifies the intent of the legislature that children with the greatest need for services be identified as the first priority for foster youth services.</p> <p>The FYS Advisory Board provides direction and recommendations on providing services to foster youth in Riverside County. Riverside County has approximately 70 group homes serving foster youth residing in out of home placement. Many of these youth are placed in Riverside County from out of county. Based upon recommendations from the advisory board, it has been determined that Riverside County will place a high priority on serving these particular youth. Youth that reside in homes sponsored by foster family agencies also have a great need to receive services. Youth that are in detention facilities who have come out of foster homes will now be able to access services that include mentoring, tutoring, counseling, and transition.</p>	

Identified Need Continued:	The FYS program provides services to K-12 foster youth and group home youth, and to youth placed in the detention facilities. The areas with the highest need are the mid-county (Banning, Beaumont, Moreno Valley, Perris) and the west-county regions (Riverside City and surrounding areas). Foster Youth need support through Strategic Tutoring, educational liaisons, and transition/emancipation services.		
Goal	Schools:	All (Community and Court)	
Applies to:	Applicable Pupil Subgroups:	Foster Youth	

Goal 6: LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> The percent of Foster Youth students, countywide, who enroll in the tutoring program and complete a minimum of 36 hours of tutoring will increase from 25% in 2015-2016 to 27% in 2016-2017. The percent of Foster Youth students, countywide, who participate in the WhyTry program will increase from 30% in 2015-2016 to 32% in 2016-17.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures		
			Object Code	Actions and Budget	Expenditure
Coordinate Foster Youth Services for Riverside County.	All. County-wide	_ALL OR: _Low Income pupils _English Learners <input checked="" type="checkbox"/> Foster Youth _Redesignated fluent English proficient _Other Subgroups:(Specify)___			
			1300	Admin, FYS	66,919
			1300	Admin, Title I	77,038
			2100	Office staff, FYS	182,800
			4300	Materials, FYS	5,375
			5800	Eval Service Contracts, FYS	81,717
				Total	413,849
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.	All. County-wide	_ALL OR: _Low Income pupils _English Learners <input checked="" type="checkbox"/> Foster Youth _Redesignated fluent English proficient _Other Subgroups:(Specify)___			
			5800	Contracted Services, FSY	200,000
				Total	200,000
Continue to provide three educational liaisons in collaboration with the Riverside County Department of Public Social Services (DPSS).	All. County-wide	_ALL OR: _Low Income pupils _English Learners <input checked="" type="checkbox"/> Foster Youth _Redesignated fluent English proficient _Other Subgroups:(Specify)___			
			1900	Educational Liaisons (3), FSY	316,425
			1300	Counselor, FSY	100,962
				Total	417,387
Continue offering transition support services, WhyTry, College Entrance Camps, Teen Leadership Camps, and mentoring programs to Riverside County foster and group home youth to help youth develop personal growth and character. Offer Teen Leadership Camps to identified foster and group home youth.	All. County-wide	_ALL OR: _Low Income pupils _English Learners <input checked="" type="checkbox"/> Foster Youth _Redesignated fluent English proficient _Other Subgroups:(Specify)___			
			5800	Contracted Services, FSY	206,550
				Total	206,550

Goal 6: LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> The percent of Foster Youth students, countywide, who enroll in the tutoring program and complete a minimum of 36 hours of tutoring will increase from 27% in 2016-2017 to 29% in 2017-2018. The percent of Foster Youth students who participate in the WhyTry program will increase from 32% in 2016-2017 to 34% in 2017-2018. 																									
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures																							
Coordinate Foster Youth Services for Riverside County.	All. County-wide	__ALL ----- OR: __Low Income pupils __English Learners <input checked="" type="checkbox"/> Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)___	<table border="1"> <thead> <tr> <th>Object Code</th> <th>Actions and Budget</th> <th>Expenditure</th> </tr> </thead> <tbody> <tr> <td>1300</td> <td>Admin, FYS</td> <td>83,257</td> </tr> <tr> <td>1300</td> <td>Admin, Title I</td> <td>77,038</td> </tr> <tr> <td>2100</td> <td>Office staff, FYS</td> <td>182,800</td> </tr> <tr> <td>4300</td> <td>Materials, FYS</td> <td>5,375</td> </tr> <tr> <td>5800</td> <td>Eval Service Contracts, FYS</td> <td>81,717</td> </tr> <tr> <td colspan="2">Total</td> <td>430,187</td> </tr> </tbody> </table>	Object Code	Actions and Budget	Expenditure	1300	Admin, FYS	83,257	1300	Admin, Title I	77,038	2100	Office staff, FYS	182,800	4300	Materials, FYS	5,375	5800	Eval Service Contracts, FYS	81,717	Total		430,187		
Object Code	Actions and Budget	Expenditure																								
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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.	All. County-wide	__ALL ----- OR: __Low Income pupils __English Learners <input checked="" type="checkbox"/> Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)___	<table border="1"> <thead> <tr> <th>Object Code</th> <th>Actions and Budget</th> <th>Expenditure</th> </tr> </thead> <tbody> <tr> <td>5800</td> <td>Contracted Services, FSY</td> <td>200,000</td> </tr> <tr> <td colspan="2">Total</td> <td>200,000</td> </tr> </tbody> </table>	Object Code	Actions and Budget	Expenditure	5800	Contracted Services, FSY	200,000	Total		200,000														
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Continue to provide three educational liaisons, attendance registration technician, and school counselor, in collaboration with the Riverside County Department of Public Social Services (DPSS).	All. County-wide	__ALL ----- OR: __Low Income pupils __English Learners <input checked="" type="checkbox"/> Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)___	<table border="1"> <thead> <tr> <th>Object Code</th> <th>Actions and Budget</th> <th>Expenditure</th> </tr> </thead> <tbody> <tr> <td>1900</td> <td>Educational Liaisons (3), FSY</td> <td>332,246</td> </tr> <tr> <td>1300</td> <td>Counselor, FSY</td> <td>100,962</td> </tr> <tr> <td colspan="2">Total</td> <td>433,208</td> </tr> </tbody> </table>	Object Code	Actions and Budget	Expenditure	1900	Educational Liaisons (3), FSY	332,246	1300	Counselor, FSY	100,962	Total		433,208											
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Object Code	Actions and Budget	Expenditure																								
5800	Contracted Services, FSY	206,550																								
Total		206,550																								

Goal 6: LCAP Year 3: 2018-2019

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> The percent of Foster Youth students, countywide, who enroll in the tutoring program and complete a minimum of 36 hours of tutoring will increase from 29% in 2017-2018 to 31% in 2018-2019. The percent of Foster Youth students who participate in the WhyTry program will increase from 34% in 2017-2018 to 36% in 2018-2019. 																									
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures																							
Coordinate Foster Youth Services for Riverside County.	All. County-wide	__ALL ----- OR: __ Low Income pupils __ English Learners ✓ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)____	<table border="1"> <thead> <tr> <th>Object Code</th> <th>Actions and Budget</th> <th>Expenditure</th> </tr> </thead> <tbody> <tr> <td>1300</td> <td>Admin, FYS</td> <td>100,411</td> </tr> <tr> <td>1300</td> <td>Admin, Title I</td> <td>77,038</td> </tr> <tr> <td>2100</td> <td>Office staff, FYS</td> <td>182,800</td> </tr> <tr> <td>4300</td> <td>Materials, FYS</td> <td>5,375</td> </tr> <tr> <td>5800</td> <td>Eval Service Contracts, FYS</td> <td>81,717</td> </tr> <tr> <td colspan="2">Total</td> <td>447,341</td> </tr> </tbody> </table>	Object Code	Actions and Budget	Expenditure	1300	Admin, FYS	100,411	1300	Admin, Title I	77,038	2100	Office staff, FYS	182,800	4300	Materials, FYS	5,375	5800	Eval Service Contracts, FYS	81,717	Total		447,341		
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Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

<p>Original GOAL from prior year LCAP:</p>	<p>Goal 1: Students will demonstrate proficiency in the California Standards in reading, writing, and math.</p>		<p>Related State and/or Local Priorities: 1__ 2__ 3__ 4✓ 5✓ 6__ 7✓ 8✓ COE only: 9__ 10__ Local : Specify _____</p>
<p>Goal Applies to:</p>	<p>Schools: All (Community and Court School)</p>		
<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> Determine Academic Performance Index (API) when the California Department of Education (CDE) sets targets. The percent of students meeting/exceeding standards in ELA on the Smarter Balanced Assessments as a part of the California Assessment of Student Performance and Progress (CAASPP) will increase from 7.6% in 2014-2015 to 9.6% in 2015-2016. The percent of students meeting/exceeding standards in math on the Smarter Balanced Assessments as a part of the California Assessment of Student Performance and Progress (CAASPP) will increase from 1% in 2014-2015 to 3% in 2015-2016. The percent of students scoring 70% or higher on the Alt. Ed. short-cycle summative assessments in ELA will increase from 6.4% in 2014-2015 to 8.4% in 2015-2016. The percent of students scoring 70% or higher on the Alt. Ed. short-cycle summative assessments in math will increase from 2.3% in 2014-2015 to 4.3% in 2015-2016. The percent of Highly Qualified Teachers (HQT) will increase from 90.1% in 2013-2014 to 91.1% in 2014-2015 (The data is reported from the prior year). Textbook sufficiency will be maintained in 2015-2016. 	<p>Actual Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> The California Department of Education will set the targets to determine Academic Performance Index for the schools 2015-2016. The percent of students meeting/exceeding standards in ELA on the Smarter Balanced Assessments as a part of the California Assessment of Student Performance and Progress (CAASPP) will be reported when CDE releases the scores. The percent of students meeting/exceeding standards in math on the Smarter Balanced Assessments as a part of the California Assessment of Student Performance and Progress (CAASPP) will be reported when CDE releases the scores. The percent of students scoring 70% or higher on the Alt. Ed. short-cycle summative assessments in ELA declined from 6.4% in 2014-2015 to 3.43% in 2015-2016. The percent of students scoring 70% or higher on the Alt. Ed. short-cycle summative assessments in math declined from 2.3% in 2014-2015 to 1.44% in 2015-2016. The percent of Highly Qualified Teachers (HQT) declined from 90.1% in 2013-2014 to 89.4% in 2014-2015 (The HQT rate had increased from 47.8% in 2012-2013 to 90.1% in 2013-14). Textbook sufficiency was maintained. The Riverside County Board of Education Resolution No. 01-16 certified that students in Riverside County Office of Education classes have sufficient textbooks and/or instructional materials and that the Board held a public hearing regarding such materials in the time frame and manner prescribed by statute. At the same Public Hearing, The Riverside County Board of Education approved the adoption of new mathematics textbooks and instructional materials, as outlined in the in the list below. <p>Actions are rated on the following scale:</p> <ul style="list-style-type: none"> Developing-in progress: declined or maintained Improving: growth but did not meet target Effective-met or exceeded expected measureable target

Goal 1: LCAP Year: 2015-2016

Planned Actions/Services		Budgeted Expenditures		Actual Actions/Services			Estimated Actual Annual Expenditures		
Adopt math textbooks. Purchase and implement an online library (MyOn) for students to access in school and at home. Research: CDE, March 2013.	Action & Budget	Expenditure	Rating: Improving: New math textbooks were adopted for the 2015-2016 school year. A total of 2,334 new math textbooks were ordered/distributed. A total of 457 history/social science replacement textbooks were distributed, 369 replacement science textbooks, and 477 textbooks for elective classes were distributed. Teacher used the online reading selections from MyOn in ELA. A new Consumer and Business Math textbook was purchased and distributed in February 2016. Teachers are in the first year of using the textbook.	Object Code	Action & Budget	Expend			
	Math Textbooks, LCFF and Lottery	\$ 483,103		4100	Math Textbooks, Lottery	\$ 227,438			
Scope of service: All. District-wide.	Myon, Title I	\$ 14,012	Scope of service: All. District-wide.	4100	Math Textbooks, LCFF	\$ 57,137			
<input checked="" type="checkbox"/> ALL	Total	\$ 497,115	<input checked="" type="checkbox"/> ALL	4300	Myon, Title I	\$ 14,012			
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____				OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Total	\$ 298,587			
Utilize computers and tablets for instruction and assessment in ELA and math and to monitor student learning. Pilot wireless internet in the Southwest Court School. Purchase additional tablets for the Community Schools and one Court School. Research: California eLearning Framework. CCSESA, August 2013. CDE, March 2013.	Action & Budget	Expenditure	Rating. Effective. All students have access to tablets in the Community School (1:1 student to tablet ratio). Teachers have used the tablets for research, creating reports, and designing PowerPoint presentations. The tablets and computers were used to administer the RCOE short-cycle assessments, RenLearn pre-/post-tests, curriculum-based tests, and the SBAC assessments. Wireless internet has been installed at Southwest Court School. The tablets are being utilized at Southwest as a pilot for further expansion to the other Court School sites.	Object Code	Action & Budget	Expend			
	Tablets, LCFF	\$145,222		4400	Tablets, LCFF	\$32,225			
Scope of service: All. District-wide.	Computers and Laptops, LCFF	\$52,747	Scope of service: All. District-wide.	4400	Computers, Laptops, LCFF	\$35,956			
<input checked="" type="checkbox"/> ALL	Printers and Scanners, LCFF	\$11,700	<input checked="" type="checkbox"/> ALL	4400	Printers and Scanners, LCFF	\$11,401			
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Tech Sup., LCFF	\$156,691	OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	5700	Tech Sup., LCFF	\$148,674			
						5700	Tech Replace Plan, LCFF	\$44,616	
						5700	Pro-Rata Share, LCFF	\$121,235	
						5700	Tablet Replace Plan, LCFF	\$97,431	
						Total	\$629,642	\$491,538	

Goal 1: LCAP Year: 2015-2016

Planned Actions/Services		Actual Actions/Services																										
Budgeted Expenditures		Estimated Actual Annual Expenditures																										
<p>Provide Beginning Teacher Support and Assessment (BTSA), Verification Process for Special Settings (VPSS), and coaching for veteran teachers (VPSS registration for teachers in ELA, math, and social science, science at \$950 per subject). Alternative Education teachers are required to possess two credentials, a multiple or single subject credential and a mild/moderate credential. Teachers earn an additional 4% for holding two credentials.</p> <p>Research: <i>Elementary and Secondary Education Act: Teacher Requirements Resource Guide</i>. CDE, November 2011.</p>	<table border="1"> <thead> <tr> <th>Action & Budget</th> <th>Expenditure</th> </tr> </thead> <tbody> <tr> <td>Contract with RCOE CTI, LCFF</td> <td>\$ 4,000</td> </tr> <tr> <td>VPSS with RCOE Ed Services, LCFF</td> <td>\$ 19,000</td> </tr> <tr> <td>Supporting Teachers Achieving Results with Students (STARS Peer Coaching Model, LCFF</td> <td>\$ 12,000</td> </tr> <tr> <td>Total</td> <td>\$ 35,000</td> </tr> </tbody> </table>	Action & Budget	Expenditure	Contract with RCOE CTI, LCFF	\$ 4,000	VPSS with RCOE Ed Services, LCFF	\$ 19,000	Supporting Teachers Achieving Results with Students (STARS Peer Coaching Model, LCFF	\$ 12,000	Total	\$ 35,000	<p>Rating: Improving. RCOE provided induction for all new teachers that qualified for the program. Alternative Education teachers are required to possess two credentials, a multiple or single subject credential and a mild/moderate credential.</p> <p>Four teachers were participating in the Center for Teacher Innovation Induction program in 2015-2016.</p> <p>VPSS was not offered this year due to pending changes in HQT requirements.</p> <p>The STARS (Supporting Teachers Achieving Results for Students) peer coaching model was developed from July to October 2015. Teachers have not volunteered for STARS at the time of this publication.</p>	<table border="1"> <thead> <tr> <th>Object Code</th> <th>Action & Budget</th> <th>Expend</th> </tr> </thead> <tbody> <tr> <td>5800</td> <td>Contract with RCOE CTI, LCFF</td> <td>\$ 4,000</td> </tr> <tr> <td>5800</td> <td>VPSS with RCOE Ed Services, LCFF</td> <td>\$ -</td> </tr> <tr> <td>1100</td> <td>Supporting Teachers Achieving Results with Students (STARS Peer Coaching Model, LCFF</td> <td>\$ -</td> </tr> <tr> <td></td> <td>Total</td> <td>\$ 4,000</td> </tr> </tbody> </table>	Object Code	Action & Budget	Expend	5800	Contract with RCOE CTI, LCFF	\$ 4,000	5800	VPSS with RCOE Ed Services, LCFF	\$ -	1100	Supporting Teachers Achieving Results with Students (STARS Peer Coaching Model, LCFF	\$ -		Total	\$ 4,000
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Goal 1: LCAP Year: 2015-2016

Planned Actions/Services		Budgeted Expenditures		Actual Actions/Services																			
						Estimated Actual Annual Expenditures																	
Provide professional development in math, technology integration, data analysis and differentiated instruction, Restorative Justice (PBIS) to teachers and instructional assistants. Provide follow-up in-class support for teachers and instructional assistants from the ELA/ELD consultant and the math TOSA.		Action and Budget	Expenditure	Rating: Effective. Teachers attended the Summer Institute of Learning and Knowledge and Professional Learning Community workshops every Wednesday for a total of 34 sessions for the school year. Teachers also participated in Increased Learning Time (ILT) for two hours twice each month (after Data Team PLCs and Leading Edge PLCs).			Object Code	Action and Budget	Expend														
		Math TOSA Title I, and SIG	120,000				1100	Math TOSA Title I, and SIG	96,446														
SILK June 22-26, 2015 Integrate ELD in ELA Units of Study and Revise Units of Study and Short-Cycle tests. Develop Curriculum-Based (Textbook) Assessments in math and revise math Units of Study and Short Cycle Assessments		ELA/ELD Consultant, Title I	100,000	SILK June 22-26, 2015 ELD was integrated in the 56 ELA Units of Study and the 42 Short-Cycle tests were revised. 18 Curriculum-Based (Textbook) Assessments were developed in math. Work on the Units of Study and Short Cycle Assessments was initiated.			5800	ELA/ELD Consultant, Title I	151,348														
July 6-17, 2015 Lesson planning and strategies to teach the California Standards using the Integrated Math textbook.		Teacher Extra Duty Summer, Title I/SIG	101,358	July 6-17, 2015 48 Units of Study were revised and 36 Short Cycle Assessments were revised in math.			1100	Summer Math Training Contract, Title I	101,358														
SILK August 10-14, 2015 Differentiated Instruction (ELD, Special Ed, Mental Health), Plato, RenLearn, Aeries. Math Textbook Training. Site Strategic Planning.		Summer Math Training Contract Title I/SIG	79,200	SILK August 10-14, 2015 Teachers attended Differentiated Instruction (ELD, Special Ed, Mental Health), Plato, RenLearn, and Aeries workshops. Teachers attended the math textbook training. Teachers and principals developed goals and prepared for the opening of school.			5800	Project-Based Learning Contract, Educator Effectiveness	37,400														
Wednesday PLC Schedule <ul style="list-style-type: none"> One Wednesday each month on lesson planning and strategies to teach the California Standards using the Integrated Math textbook in the zones. One Wednesday each month on technology integration using Leading Edge program in the zones followed by teacher ILT for two hours. One Wednesday each month on the analysis of student data (short cycle assessments, RenLearn, and teacher tests) to develop differentiated instruction for students at sites followed by teacher ILT for two hours. One Wednesday each quarter on Restorative Justice (Positive Behavioral Supports and Intervention) at RCOE. One Wednesday each quarter on Mental Health or ELD and differentiated instruction at RCOE. Conferences: AVID and other conferences. Teacher ILT on Wednesdays (4 hours per month). Research: <i>Revisiting PLCs at Work: New insights for improving schools.</i> Dufours & Eaker, (2008).		Math Training Contract Ed Services Title I	60,000	PLC Topic <table border="1"> <thead> <tr> <th>PLC Topic</th> <th>#Sessions</th> </tr> </thead> <tbody> <tr> <td>Integrated Math Lesson Plan Development focused on designing lessons using the new math textbook</td> <td>7</td> </tr> <tr> <td>Leading Edge Digital Educator Certification curriculum is based upon the National Education Technology Plan, Common Core State Standards, and the ISTE Standards for Teachers. It includes modules such as Pedagogy, Digital Literacy and Citizenship, Data Literacy, Curation and Creation, Communication and Collaboration and Learning Environments.</td> <td>9</td> </tr> <tr> <td>Data teams focused on using data from the OARS short cycle assessments and Renaissance Learning to design lessons that addressed the performance of students by subgroup in reading, writing, listening, and research/inquiry) and mathematics (concepts and procedures, problem solving, modeling and data analysis, and communicating reasoning).</td> <td>9</td> </tr> <tr> <td>Restorative Justice extended the practices of PBIS focusing on classroom management approaches that focus on the offender, the victim, and the community.</td> <td>4</td> </tr> <tr> <td>Addressing Mental/Trauma Issues focused on strategies to work with mental health issues in school, trauma informed care in schools, and implementing Boys Town curriculum in schools.</td> <td>3</td> </tr> <tr> <td>ELD and Differentiated Instruction engaged teachers</td> <td>2</td> </tr> </tbody> </table>			PLC Topic	#Sessions	Integrated Math Lesson Plan Development focused on designing lessons using the new math textbook	7	Leading Edge Digital Educator Certification curriculum is based upon the National Education Technology Plan, Common Core State Standards, and the ISTE Standards for Teachers. It includes modules such as Pedagogy, Digital Literacy and Citizenship, Data Literacy, Curation and Creation, Communication and Collaboration and Learning Environments.	9	Data teams focused on using data from the OARS short cycle assessments and Renaissance Learning to design lessons that addressed the performance of students by subgroup in reading, writing, listening, and research/inquiry) and mathematics (concepts and procedures, problem solving, modeling and data analysis, and communicating reasoning).	9	Restorative Justice extended the practices of PBIS focusing on classroom management approaches that focus on the offender, the victim, and the community.	4	Addressing Mental/Trauma Issues focused on strategies to work with mental health issues in school, trauma informed care in schools, and implementing Boys Town curriculum in schools.	3	ELD and Differentiated Instruction engaged teachers	2	1100	Teacher Extra Duty Summer, Title I and SIG	22,112
PLC Topic	#Sessions																						
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ELD and Differentiated Instruction engaged teachers	2																						
		Wed. PLC Teacher Salary, Title I	121,400				5800	Math Training Contract Ed Services Title I	46,750														
		Teacher ILT on 2 Wed., SIG	74,329				1100	Wednesday PLC Teacher Salary, Title I	245,561														
		Conferences, Title I	50,000				1100	Teacher ILT on 2 Wed., SIG	74,329														
		Mileage, Title I	30,000				5200	Conferences, Title I	14,000														
		Materials & Printing, Title I	50,000				5200	Mileage, Title I	14,000														
		Total	786,287					Total	853,304														

Professional Development Continued.

in Reciprocal Teaching, scaffolding and subject matter confidence.	
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The math TOSA provided support that included observation with feedback, demonstration lessons, co-planning/co-teaching, and after school collaborative work groups.

Math TOSA Support	# Sessions	# Teachers
Leading PLCs (RCOE, Zones, Sites)	11	23
After School Collaborative Work Groups	9	17
Content Coaching with Individuals/Teams	25	22
Observation with Feedback	4	4
Demo Lessons	3	2
Co-Planning/Co-Teaching	21	4
STARS Development/Collaboration	4	4
Site Instructional Reviews with Principals	10	18

Conferences attended by certificated and classified staff:

Conference	Total
ACSA Every Child Counts Conference	1
Aeries Conference	5
AVID National Conference	3
CABE Conference	1
California Math Council	1
Capturing Kids Hearts	1
CASAS Training	1
Counselors Conclave	4
CSEA Conference	3
CTE Pathways	1
Cue Conference	1
Excellence through Equity Conference	9
Foster Youth Conference	4
Math Conference	2
Math Think Conference	2
Multi-Tiered System of Response	7
NCCER Conference	1
Safe Schools Conference	8
Student Services CWA Conference	4
Student Wellness Conference	1
Total	61

Scope of service: All. District-wide.

ALL

OR:
 Low Income pupils English Learners
 Foster Youth Redesignated fluent English proficient
 Other Subgroups:(Specify) _____

Scope of service: All. District-wide.

ALL

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Goal 1: LCAP Year: 2015-2016

Planned Actions/Services		Budgeted Expenditures		Actual Actions/Services		Estimated Actual Annual Expenditures												
Update and implement the California Standards maps, units of study, and short cycle assessments in ELA/ELD and math with support from principals, consultants/TOSAs, and collaboration during PLCs. Research: CDE, March 2013. <i>Formative Assessment & Standards-Based Grading.</i> Marzano, 2010. <i>Visible Learning for Teachers: Maximizing Impact on Learning.</i> Hatte, 2012.	<table border="1"> <thead> <tr> <th>Action & Budget</th> <th>Expenditure</th> </tr> </thead> <tbody> <tr> <td>Key Data/OARS Contract, Title I</td> <td>\$82,000</td> </tr> <tr> <td>Total</td> <td>82,000</td> </tr> </tbody> </table>	Action & Budget	Expenditure	Key Data/OARS Contract, Title I	\$82,000	Total	82,000	Rating: Effective. The 56 ELA/ELD units of study and 48 math units of study were updated for the 2015-2016 school year. The 42 ELA/ELD short cycle assessments and 36 math short-cycle assessments were updated.	<table border="1"> <thead> <tr> <th>Object Code</th> <th>Action & Budget</th> <th>Expend</th> </tr> </thead> <tbody> <tr> <td>5800</td> <td>Key Data/OARS Contract, Title I</td> <td>\$ 20,500</td> </tr> <tr> <td></td> <td>Total</td> <td>20,500</td> </tr> </tbody> </table>	Object Code	Action & Budget	Expend	5800	Key Data/OARS Contract, Title I	\$ 20,500		Total	20,500
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Develop standards maps and assessments for the Next Generation Science Standards. Research: CDE, March 2013.	<table border="1"> <thead> <tr> <th>Action & Budget</th> <th>Cost</th> </tr> </thead> <tbody> <tr> <td>Teacher Hourly Pay, Title I</td> <td>\$33,786</td> </tr> <tr> <td>Total</td> <td>\$33,786</td> </tr> </tbody> </table>	Action & Budget	Cost	Teacher Hourly Pay, Title I	\$33,786	Total	\$33,786	Rating: Effective. The Curriculum Committee (20 members) engaged in the initial exposure and deepening understanding phases for implementing the Next Generation Science Standards at 10 meetings during the school year.	<table border="1"> <thead> <tr> <th>Object Code</th> <th>Action & Budget</th> <th>Expend</th> </tr> </thead> <tbody> <tr> <td>1100</td> <td>Teacher Hourly Pay, LCFF</td> <td>\$40,941</td> </tr> <tr> <td></td> <td>Total</td> <td>\$40,941</td> </tr> </tbody> </table>	Object Code	Action & Budget	Expend	1100	Teacher Hourly Pay, LCFF	\$40,941		Total	\$40,941
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Goal 1: LCAP Year: 2015-2016

Planned Actions/Services		Actual Actions/Services																																															
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<p>Continue to use data from PLC data teams meetings to identify students for increased learning time, small group instruction, reading intervention, math intervention, Plato credit recovery, Saturday school, and after school tutoring.</p> <p>Research: <i>Visible Learning. A synthesis of over 800 meta-analyses relating to achievement.</i> Hattie, 2009.</p> <p><i>Pyramid response to intervention. RTI.</i> Buffum, Mattos, & Weber, 2009.</p>	<table border="1"> <thead> <tr> <th>Action & Budget</th> <th>Expenditure</th> </tr> </thead> <tbody> <tr> <td>Plato Credit Recovery</td> <td>88,756</td> </tr> <tr> <td>Ren Learn Contract, HSGI/SIG</td> <td>26,024</td> </tr> <tr> <td>ILT for Students 2 hours per week, SIG</td> <td>140,220</td> </tr> <tr> <td>ILT for Students 4 hours on 4 Saturdays, SIG</td> <td>29,185</td> </tr> <tr> <td>ILT for students in June, SIG</td> <td>67,394</td> </tr> <tr> <td>Math Tutors, Title I</td> <td>10,000</td> </tr> <tr> <td>Total</td> <td>969,723</td> </tr> </tbody> </table>	Action & Budget	Expenditure	Plato Credit Recovery	88,756	Ren Learn Contract, HSGI/SIG	26,024	ILT for Students 2 hours per week, SIG	140,220	ILT for Students 4 hours on 4 Saturdays, SIG	29,185	ILT for students in June, SIG	67,394	Math Tutors, Title I	10,000	Total	969,723	<p>Rating: Improving. Teachers analyzed student learning from assessments (RenLearn, short-cycle, curriculum-based tests) at monthly PLC meetings in order to target instruction based on needs and implement classroom interventions to address gaps in learning. Targeted instruction was provided by teachers using small group instruction and through the math textbook online intervention program (ALEKS).</p> <p>Plato online credit recovery was implemented during class and during ILT. Intervention using RenLearn programs and Plato were used in lieu of purchasing Read 180 or Math 180.</p> <p>Principals used data to place students in reading and math intervention classes and enroll students in Saturday school. The school year includes three additional weeks of ILT in June for all students to engage in core courses work and electives or enrichment classes.</p> <p>Supplemental Education Services (SES) tutoring was available for all students after school. Math tutors were not hired.</p> <table border="1"> <thead> <tr> <th>SES Tutoring Services</th> <th># Applicants (Students)</th> </tr> </thead> <tbody> <tr> <td>Community School</td> <td>175</td> </tr> <tr> <td>Court School</td> <td>44</td> </tr> </tbody> </table>	SES Tutoring Services	# Applicants (Students)	Community School	175	Court School	44	<table border="1"> <thead> <tr> <th>Object Code</th> <th>Action & Budget</th> <th>Expend</th> </tr> </thead> <tbody> <tr> <td>5800</td> <td>Plato Credit Recovery, Title I & SIG</td> <td>46,426</td> </tr> <tr> <td>5800</td> <td>Ren Learn Contract, Title I & SIG</td> <td>42,253</td> </tr> <tr> <td>1100</td> <td>ILT for Students 2 hours per week, SIG</td> <td>140,220</td> </tr> <tr> <td>1100</td> <td>ILT for Students 4 hours on 4 Saturdays, SIG</td> <td>29,185</td> </tr> <tr> <td>1100</td> <td>ILT for students in June, SIG</td> <td>67,394</td> </tr> <tr> <td>2100</td> <td>Tutors, Title I</td> <td>165,000</td> </tr> <tr> <td></td> <td>Total</td> <td>490,478</td> </tr> </tbody> </table>	Object Code	Action & Budget	Expend	5800	Plato Credit Recovery, Title I & SIG	46,426	5800	Ren Learn Contract, Title I & SIG	42,253	1100	ILT for Students 2 hours per week, SIG	140,220	1100	ILT for Students 4 hours on 4 Saturdays, SIG	29,185	1100	ILT for students in June, SIG	67,394	2100	Tutors, Title I	165,000		Total	490,478
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Goal 1: LCAP Year: 2015-2016

Planned Actions/Services		Budgeted Expenditures		Actual Actions/Services			Estimated Actual Annual Expenditures																										
<p>Continue to monitor and evaluate student learning and modify lessons based on data and IEP goals during PLCs with support from three TOSAs and two school psychologists.</p> <p>Research: <i>Transforming Student and Learning Supports: Developing a Unified, Comprehensive, and Equitable System.</i> National Center, UCLA, January 2015. <i>Differentiated Instruction: A Primer.</i> Education Week, 2015. <i>Lessons from California Districts Showing Unusually Strong Academic Performance for Students in Special Education.</i> WestEd, January 2011.</p>		<table border="1"> <thead> <tr> <th>Actions and Budget</th> <th>Expenditures</th> </tr> </thead> <tbody> <tr> <td>Materials</td> <td>5,000</td> </tr> <tr> <td>TOSAs (3) Alt Ed/SpEd</td> <td>376,158</td> </tr> <tr> <td>Psychologist(2) Alt Ed/SpEd & SIG</td> <td>277,365</td> </tr> <tr> <td>Total</td> <td>658,523</td> </tr> </tbody> </table>	Actions and Budget	Expenditures	Materials	5,000	TOSAs (3) Alt Ed/SpEd	376,158	Psychologist(2) Alt Ed/SpEd & SIG	277,365	Total	658,523	<p>Rating: Improving. Two of the three TOSA positions have been vacant all year after several unsuccessful recruitment. Student learning is monitored by teachers and administrators. Teachers analyze student learning from assessments (RenLearn, short-cycle, curriculum-based tests) at monthly PLC meetings in order to plan instruction and implement interventions to meet their needs. TOSAs and psychologists work with teachers to develop IEP goals and implement differentiated instruction based on accommodations/modifications and supplementary aides/services.</p>			<table border="1"> <thead> <tr> <th>Object Code</th> <th>Actions and Budget</th> <th>Expend</th> </tr> </thead> <tbody> <tr> <td>4300</td> <td>Materials</td> <td>750</td> </tr> <tr> <td>1100</td> <td>TOSAs (1) Alt Ed/SpEd</td> <td>83,303</td> </tr> <tr> <td>1300</td> <td>Psychologist(2) Alt Ed/SpEd & SIG</td> <td>157,017</td> </tr> <tr> <td></td> <td>Total</td> <td>241,070</td> </tr> </tbody> </table>			Object Code	Actions and Budget	Expend	4300	Materials	750	1100	TOSAs (1) Alt Ed/SpEd	83,303	1300	Psychologist(2) Alt Ed/SpEd & SIG	157,017		Total	241,070
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<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>One (textbook sufficiency) of the seven measureable outcomes met/exceeded the expected targets, three have not been reported (API, SBAC/CAASPP in ELA and math), and three declined (RCOE short-cycle assessments in ELA and math, percent of Highly Qualified Teachers declined from 90.1% in 2013-2014 to 89.4% in 2014-2015).</p> <p>The 2014-2015 SBAC scores in ELA (7.6% meeting standards and 22.7% nearly meeting standards) and math (1% meeting standards and 5.8% nearly meeting standards) demonstrated the ongoing need for a goal on student proficiency in reading, writing, and math.</p> <p>In order to improve ELA and math achievement, the following actions will be implemented:</p> <ul style="list-style-type: none"> • Programs and support for students in ELA/ELD and math. • Monthly data team meetings along with a Multi-Tiered System of Support and Intervention (MTSS). • Targeted professional development in ELA, math, technology integration, IEP development, and differentiated instruction using the data from assessments with in-class support/coaching by the teachers on special assignment (TOSAs). • Project-based learning with inter-disciplinary thematic lessons that integrate literacy across the curriculum. <p>In order to improve the HQT rate and teacher retention, the following will actions will continue to be a focus:</p> <ul style="list-style-type: none"> • Verification Process for Special Settings (VPSS) to meet the Highly Qualified Teacher criteria under no Child Left Behind Act. • Support for new teachers from the RCOE Center for Teacher Innovation (formerly the Beginning Teacher Support and Assessment). • STARS teacher coaching model to support teachers and improve teacher retention.
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<p>Original GOAL from prior year LCAP:</p>	<p>Goal 2: All students will graduate from high school and be prepared for post-secondary education and careers.</p>		<p>Related State and/or Local Priorities: 1__ 2__ 3__ 4✓ 5✓ 6__ 7✓ 8✓ COE only: 9__ 10__ Local : Specify _____</p>
<p>Goal Applies to:</p>	<p>Schools:</p>	<p>All (Community and Court School)</p>	
<p>Expected Annual Measurable Outcomes:</p>	<p>Applicable Pupil Subgroups:</p>	<p>All</p> <ul style="list-style-type: none"> • The high school graduation rate will increase from 85.1% in 2013-2014 to 85.6% in 2014-2015 (Data reported from the prior year). • The percent scoring College Conditional Ready on the Early Assessment Program (EAP) in ELA will increase from 7.6% in 2014-2015 to 8.6% in 2015-2016. • The percent scoring College Conditional Ready on the Early Assessment Program (EAP) in math will increase from 1% in 2014-2015 to 2% in 2015-2016. • The percent of students enrolled in CTE courses will increase from 29% in 2014-2015 to 34% in 2015-2016 (Most students are enrolled for one semester and sometimes two semesters, which is not sufficient time to complete a CTE sequence of courses). • The percent of students completing UC a-g courses will increase from 18.5% in 2014-2015 to 23.5% in 2015-2016. • Offer the Advanced Placement Exam to students who request the exam. • The passing rate on the CAHSEE in ELA for continuously enrolled students will increase from 37.9% in 2014-2015 to 39.9% in 2015-2016. • The passing rate on the CAHSEE in math for continuously enrolled students will increase from 33.1% in 2014-2015 to 35.1% in 2015-2016. • The proficiency rate on the CAHSEE in ELA for continuously enrolled students will increase from 15.4% in 2014-2015 to 17.4% in 2015-2016. • The proficiency rate on the CAHSEE in math for continuously enrolled students will increase from 10.1% in 2014-2015 to 12.1% in 2015-2016. 	<p>Actual Annual Measurable Outcomes:</p> <ul style="list-style-type: none"> • The high school graduation rate increased from 85.2% in 2013-2014 to 86.7% in 2014-2015. • The percent scoring College Conditional Ready on the 2015-2016 Early Assessment Program (EAP) in ELA has not been reported. • The percent scoring College Conditional Ready on the 2015-2016 Early Assessment Program (EAP) in math has not been reported. • The percent of students enrolled in CTE courses increased from 29% in 2014-2015 to 65.1% in 2015-2016 (Most students are enrolled for one semester and sometimes two semesters, which is not sufficient time to complete a CTE sequence of courses). • The percent of students completing UC a-g courses increased from 18.5% in 2014-2015 to 65% in 2015-2016. • The Advanced Placement Exams were not requested this year. • The California High School Exit Exam has been suspended as a requirement for graduation through the 2017-18 school year. <p>Actions are rated on the following scale:</p> <ul style="list-style-type: none"> ✓ Developing-in progress: declined or maintained ✓ Improving: growth but did not meet target ✓ Effective-met or exceeded expected measureable target

Goal 2: LCAP Year: 2015-2016

Planned Actions/Services				Budgeted Expenditures		Actual Actions/Services						Estimated Actual Annual Expenditures								
Continue to add UC a-g courses and submit to UC Doorways for approval. Implement Expository Reading and Writing (ERWC) and Guidance 45 courses. Research: <i>College and Career Readiness</i> . David Conley, 2010. <i>Diploma Matters: A Field Guide for College and Career Readiness</i> . Linda Murray, 2011. <i>K-12 Postsecondary Alignment and School Accountability: Investigating High School Responses to California's Early Assessment Program</i> , College Board Advocacy & Policy Center, Sept., 2012.				Actions and Budget Curriculum Committee-Teacher Extra Duty Hourly, LCFF 13,515		Rating: Effective. The following UC a-g courses were submitted and approved this year in English 9 CP, English 10 CP, English 11 American Literature CP, ELD IV, Integrated Math I CP, Integrated Math II CP, Integrated Math III CP, American Government CP, Economics CP, United States History CP, World History CP, Earth Science CP, Art Appreciation CP, Digital Photography CP, and Psychology CP. Guidance 45 postponed.						Object Code 1100 Curriculum Committee-Teacher Extra Duty Hourly, LCFF 40,941								
				Contract for Guidance 45 Course, LCFF 10,000								UC a-g Rates <table border="1"> <thead> <tr> <th>2013-14</th> <th>2013-14</th> <th>2014-15</th> <th>2014-15</th> <th>2015-16</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>375</td> <td>18.50%</td> <td>491</td> <td>49.50%</td> </tr> </tbody> </table>			2013-14	2013-14	2014-15	2014-15	2015-16	2015-16
2013-14	2013-14	2014-15	2014-15	2015-16	2015-16															
0	0	375	18.50%	491	49.50%															
Scope of service: Community School. School-wide.				Total 23,515		Scope of service: Community School. School-wide.						Total 40,941								
✓ ALL						✓ ALL														
OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)						OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)														
Implement one Career Technical Education (CTE) course in Community Schools and pilot one CTE course in the Court Schools.				Actions and Budget Four part-time CTE teachers, LCFF & SIG 119,212		Rating: Effective. Three CTE pathways have been implemented in the Community School and one in Court School. CTE teachers attended a CTE standards PLC and have an assigned mentor. In 2015-16, 23 students received their Food Worker Certification.						Object Code 1100 Three full-time CTE teachers and one part-time CTE teacher, LCFF & SIG 204,117								
				Computers, software, equipment, Perkins and SIG 64,250								Total 183,462			4400 Computers, software, equipment, Perkins and SIG 29,098					
Scope of service: All. District-wide.				Total 183,462		Scope of service: All. District-wide.						Total 233,215								
✓ ALL						✓ ALL														
OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)						OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)														

Goal 2: LCAP Year: 2015-2016

Planned Actions/Services		Budgeted Expenditures		Actual Actions/Services				Estimated Actual Annual Expenditures																																		
Implement systems to assess college/career/workforce readiness skills and prepare students for college. Provide counseling support for Free Application for Federal Student Aid (FAFSA) and college/career skill assessment (Career Cruising, \$3 per student and \$800 set up fee). Research: <i>College and Career Readiness</i> . David Conley, 2010. <i>Diploma Matters: A Field Guide for College and Career Readiness</i> . Linda Murray, 2011.	Actions and Budget	Expenditure	Rating: Effective. School counselors met with students to develop goals on their Individual Learning Plans, assisted students with FAFSA completion, and helped students navigate the Career Cruising program. Career Cruising replaced the Choices program. Counselors completed 92.5% of ILPs. A total of 124 students completed FAFSAs out of 175 seniors (71% of the class completed FAFSAs) as of May 13, 2016. Number of Alternative Ed students FAFSA applications:	<table border="1"> <thead> <tr> <th></th> <th>2013-2014</th> <th>2014-2015</th> <th colspan="2">2015-2016</th> </tr> </thead> <tbody> <tr> <td>FAFSA</td> <td>147</td> <td>159</td> <td colspan="2">124</td> </tr> </tbody> </table>		2013-2014	2014-2015	2015-2016		FAFSA	147	159	124		<table border="1"> <thead> <tr> <th>Object Code</th> <th>Actions and Budget</th> <th>Expend</th> </tr> </thead> <tbody> <tr> <td>1300</td> <td>Three Counselors, SIG</td> <td>302,082</td> </tr> <tr> <td>4300</td> <td>Career Cruising program, Title I</td> <td>3,800</td> </tr> <tr> <td>Total</td> <td></td> <td>305,882</td> </tr> </tbody> </table>	Object Code	Actions and Budget	Expend	1300	Three Counselors, SIG	302,082	4300	Career Cruising program, Title I	3,800	Total		305,882															
		2013-2014			2014-2015	2015-2016																																				
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Three Counselors, SIG	353,411																																									
Career Cruising program, Title I	3,800																																									
Choices, Title I	7,500		Scope of service: All. District-wide. <input checked="" type="checkbox"/> ALL																																							
Scope of service: All. District-wide. <input checked="" type="checkbox"/> ALL		Total 364,711		Scope of service: All. District-wide. <input checked="" type="checkbox"/> ALL																																						
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____				OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____																																						
Acquire high school equivalency test prep materials (GED, HiSET), implement high school equivalency test-prep, and administer high school equivalency test. Educational Testing Service offers HiSET®. The exam currently is being offered in computer- and paper-based formats. The HiSET® fee for the full battery is \$50, and individual subtests are \$15. The GED Test offers a computer-based test. The cost for the full battery of the GED® is \$140. Research: <i>College and Career Readiness Standards for Adult Education</i> . Pimentel, U.S. Dept. of Ed., 2013. <i>Career Clusters: Forecasting Demand for High School Through College Jobs, 2008-2018</i> . U.S. Dept. of Education, November, 2011.	Actions and Budget	Expenditure	Rating: Effective. GED and HiSET testing centers have been established at selected Regional Learning Centers. Testing days have been increased with additional time at DFKRLC added this year. Also, there has been a push to promote this service more, with testers making efforts to contact local agencies that work with our students and making them aware of the services as well. There is now a direct link on our Regional Learning Centers web page for registration.	<table border="1"> <thead> <tr> <th colspan="5">High School Equivalency Test (GED/HiSET)</th> </tr> <tr> <th></th> <th colspan="2">2014-2015</th> <th colspan="2">2015-2016</th> </tr> <tr> <th>Program</th> <th># Passed</th> <th>% Passed</th> <th># Passed</th> <th>% Passed</th> </tr> </thead> <tbody> <tr> <td>Adult Jail</td> <td>65</td> <td>69%</td> <td>51</td> <td>71%</td> </tr> <tr> <td>Community/Court</td> <td>38</td> <td>53%</td> <td>64</td> <td>52%</td> </tr> </tbody> </table>	High School Equivalency Test (GED/HiSET)						2014-2015		2015-2016		Program	# Passed	% Passed	# Passed	% Passed	Adult Jail	65	69%	51	71%	Community/Court	38	53%	64	52%	<table border="1"> <thead> <tr> <th>Object Code</th> <th>Actions and Budget</th> <th>Expend</th> </tr> </thead> <tbody> <tr> <td>2100</td> <td>Program Assistant to administer GED and HiSET.</td> <td>67,784</td> </tr> <tr> <td>4300</td> <td>High School Equivalency Test Materials</td> <td>15,000</td> </tr> <tr> <td>Total</td> <td></td> <td>82,784</td> </tr> </tbody> </table>	Object Code	Actions and Budget	Expend	2100	Program Assistant to administer GED and HiSET.	67,784	4300	High School Equivalency Test Materials	15,000	Total		82,784
	High School Equivalency Test (GED/HiSET)																																									
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	Program	# Passed			% Passed	# Passed	% Passed																																			
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Program Assistant to administer GED and HiSET.	59,772																																									
High School Equivalency Test Materials	15,000																																									
Total	74,772		Scope of service: All. District-wide. <input checked="" type="checkbox"/> ALL																																							
Scope of service: All. District-wide. <input checked="" type="checkbox"/> ALL		Total 74,772		Scope of service: All. District-wide. <input checked="" type="checkbox"/> ALL																																						
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____				OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____																																						

Goal 2: LCAP Year: 2015-2016

Planned Actions/Services		Budgeted Expenditures		Actual Actions/Services		Estimated Actual Annual Expenditures																						
Implement experiential learning activities to colleges/universities, high need businesses/industry-sectors, and destinations linked to learning activities. Implement contract with Vocademy Makerspace experiential learning to provide students with hands on workforce skills in industry sector fields. Research: <i>A Short Review of School Field Trips: Key Findings from the Past and Implications for the Future.</i> DeWitt & Storksdieck, Institute for Learning Innovation, 2008.	Actions and Budget	Expenditure	Rating: Effective. Students from the Community School sites attended the Makerspace experiential learning trip following classes at Vocademy (72 students): <table border="1"> <thead> <tr> <th></th> <th>Classes</th> </tr> </thead> <tbody> <tr> <td>October</td> <td>14-105 Mig Welding Basics</td> </tr> <tr> <td>November</td> <td>01-205 Printing 1 – Basic Ops</td> </tr> <tr> <td>December</td> <td>03-405 Life Casting</td> </tr> <tr> <td>January</td> <td>05-105 Electronics 1</td> </tr> <tr> <td>February</td> <td>08-105 Laser Cutting, 01-205 3D Printing 1</td> </tr> </tbody> </table> Students visited colleges/universities during March Madness. Colleges included CBU, Cal-State SB, Palm Desert Campus, College of the Desert, La Sierra University, MCJC Menifee and San Jacinto, RCC, and Ben Clark Training Center. Students visited California Science Center, Bodies and Titanic Exhibition, Long Beach Aquarium, Museum of Tolerance, and USS Midway.		Classes	October	14-105 Mig Welding Basics	November	01-205 Printing 1 – Basic Ops	December	03-405 Life Casting	January	05-105 Electronics 1	February	08-105 Laser Cutting, 01-205 3D Printing 1	<table border="1"> <thead> <tr> <th>Object Code</th> <th>Actions and Budget</th> <th>Expend</th> </tr> </thead> <tbody> <tr> <td>5200</td> <td>Transport and Registration, HSGI</td> <td>6,700</td> </tr> <tr> <td>5800</td> <td>Vocademy Contract, SIG</td> <td>13,262</td> </tr> <tr> <td></td> <td>Total</td> <td>19,962</td> </tr> </tbody> </table>	Object Code	Actions and Budget	Expend	5200	Transport and Registration, HSGI	6,700	5800	Vocademy Contract, SIG	13,262		Total	19,962
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Vocademy Contract	10,000																											
Total	25,000																											
Scope of service:	Community School. School-wide.	Scope of service:	Community School. School-wide.																									
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL																										
OR:		OR:																										
<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____																										
Implement a new student information system that can better track student information and formulate a data team to analyze student data. Research: <i>K-12 Postsecondary Alignment and School Accountability: Investigating High School Responses to California's Early Assessment Program,</i> College Board Advocacy & Policy Center, Sept., 2012.	Actions & Budget	Expenditure	Rating: Effective. Aeries was initiated in July 2015 and is fully operational at all sites. The contract with PROMIS was maintained as a backup for records retrievals. Add Match Services provided attendance boundary information. Aeries was certified for electronic attendance recording. SEIS was integrated with Aeries. Data accuracy, integrity, and access has improved with Aeries for CALPADS reporting, ADA reports for district expelled student billing, and student enrollment and achievement data for LCAP.	<table border="1"> <thead> <tr> <th>Object Code</th> <th>Actions & Budget</th> <th>Expend</th> </tr> </thead> <tbody> <tr> <td>5800</td> <td>Aeries, LCFF</td> <td>16,750</td> </tr> <tr> <td>5800</td> <td>Add Match Serv, LCFF</td> <td>14,000</td> </tr> <tr> <td>5800</td> <td>Electronic Attendance Cert, LCFF</td> <td>2,500</td> </tr> <tr> <td>5800</td> <td>SEIS Int, LCFF</td> <td>6,175</td> </tr> <tr> <td>5800</td> <td>PROMIS, LCFF</td> <td>19,512</td> </tr> <tr> <td></td> <td>Total</td> <td>58,937</td> </tr> </tbody> </table>	Object Code	Actions & Budget	Expend	5800	Aeries, LCFF	16,750	5800	Add Match Serv, LCFF	14,000	5800	Electronic Attendance Cert, LCFF	2,500	5800	SEIS Int, LCFF	6,175	5800	PROMIS, LCFF	19,512		Total	58,937			
	Object Code	Actions & Budget			Expend																							
	5800	Aeries, LCFF			16,750																							
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	Total	58,937																										
Aeries, LCFF	35,000																											
PROMIS, LCFF	39,218																											
Total	74,218																											
Scope of service:	Community School. School-wide.	Scope of service:	Community School. School-wide.																									
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL																										
OR:		OR:																										
<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____																										

Goal 2: LCAP Year: 2015-2016									
Planned Actions/Services			Actual Actions/Services						
			Budgeted Expenditures		Estimated Actual Annual Expenditures				
Provide one full-time and one part-time Student Resource Specialist to implement the College Connection program.	Actions and Budget	Expenditure	Rating: Effective. The Student Resource Specialists served 332 students in the College Connections program:	Object Code	Actions and Budget	Expend			
		Contract w/RCC for Resource Specialists, FY, Title I, and SIG				<table border="1"> <thead> <tr> <th>Student Resource Specialist</th> <th># Students Served</th> </tr> </thead> <tbody> <tr> <td>#1</td> <td>174</td> </tr> <tr> <td>#2</td> <td>158</td> </tr> <tr> <td>Total</td> <td>332</td> </tr> </tbody> </table>	Student Resource Specialist	# Students Served	#1
Student Resource Specialist	# Students Served								
#1	174								
#2	158								
Total	332								
<i>Research: Research: Equipping Students with the Four Keys to College and Career Readiness. The Solution, 2015.</i>					Contract w/RCC for Resource Specialists, FY, Title I, and SIG				
<i>The Invisible Achievement Gap. WestEd, 2013.</i>									
Scope of service:	All. District-wide.		Scope of service:	All. District-wide.					
<u>ALL</u>			<u>ALL</u>						
OR:			OR:						
<input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners			<input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners						
<input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other			<input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other						
Subgroups:(Specify) _____			Subgroups:(Specify) _____						
		157,608		5800		184,330			
		Total 157,608		Total		184,330			

Goal 2: LCAP Year: 2015-2016							
Planned Actions/Services			Actual Actions/Services				
			Budgeted Expenditures		Estimated Actual Annual Expenditures		
Implement the Advancement Via Individual Determination (AVID) program Arlington RLC, Betty Gibbel RLC, Don F. Kenny RLC, and Palm Springs 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).	Actions and Budget	Expenditure	Rating: Developing. Currently there are AVID tutors at ARLC, BGRLC, DLLRLC, and VVRLC. Six positions are still vacant. The recruitment of AVID tutors has been difficult. At each site teachers are practicing the AVID strategies whether or not there is a tutor available. Training for teachers is ongoing.	Object Code	Actions and Budget	Expend	
		AVID Tutors, SIG				21,756	2100
		AVID Fee, SIG			5800	AVID Fee, SIG	2,724
		Materials, SIG			4300	Materials, SIG	8,002
		Total	38,936		Total	18,326	
Scope of service:	All. District-wide.		Scope of service:	All. District-wide.			
<u>ALL</u>			<u>ALL</u>				
OR:			OR:				
<input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners			<input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners				
<input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other			<input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other				
Subgroups:(Specify) _____			Subgroups:(Specify) _____				

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

Three of the five measureable outcomes met or exceeded the expected targets and two have not been reported. The high school graduation rate increased from 85.2% in 2013-2014 to 86.7% in 2014-2015, the percent of students enrolled in CTE courses increased from 29% in 2014-2015 to 65.1% in 2015-2016, and the percent of students completing UC a-g courses increased from 18.5% in 2014-2015 to 65% in 2015-2016. The percent scoring College Conditional Ready on the Early Assessment Program (EAP) in ELA and math have not been reported. Advanced Placement Exams were available to students who request the exam and the California High School Exit Exam has been suspended as a requirement for graduation through the 2017-18 school year.

The results demonstrated the ongoing need for a goal on high graduation and preparation for colleges and careers.

In order to continue the growth in preparing students for college and careers, the following will be implemented:

- The focus on UC a-g and CTE course enrollment will continue along with Vocademy.
- Continue College Connections program and college visits.
- AVID tutors will continue to be utilized. AVID tutors will emphasize key cognitive strategies such as problem formulation, research, interpretation, communication, and precision and accuracy in all core content classes.
- AVID tutors will focus on the development of key learning skills and techniques, such as time management, goal setting, persistence, collaborative learning, and technology proficiency.

<p>Original GOAL from prior year LCAP:</p>	<p>Goal 3: All students will be connected to school and educated in positive, safe, and healthy learning environments.</p>		<p>Related State and/or Local Priorities: 1__ 2__ 3✓ 4__ 5✓ 6✓ 7__ 8__ COE only: 9__ 10__ Local : Specify _____</p>
<p>Goal Applies to:</p>	<p>Schools:</p>	<p>All (Community and Court School)</p>	
	<p>Applicable Pupil Subgroups:</p>	<p>All</p>	
<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> The student attendance rate will increase from 75.4% in 2014-2015 to 77.4% in 2015-2016. Chronic absenteeism will be reduced from 16.9% in 2014-2015 to 15.9% in 2015-2016. The suspension rate will decrease from 14.5% in 2013-2014 at the Community School to 12.5% in 2014-2015 and from 14.7% in 2013-2014 at the Court School to 12.7% in 2014-2015 (data reported from the prior year). The middle school dropout rate will remain at 0.002% in 2014-2015 (data reported from prior year). The high school dropout rate will be reduced from 2.6% in 2013-2014 to 2.5% in 2014-2015 (data reported from prior year). The percent of students who indicate Agree/Strongly Agree on the California Healthy Kids Survey School Climate Module under Academic Mindset and Learning Engagement will increase from 47.5% in 2014-2015 to 49.5% in 2015-2016. The percent of parents who agree on the Alt. Ed. Parent Survey on “The school promotes parent participation in school activities” will increase from 89.7% in 2014-2015 to 90.7% in 2015-2016. Facilities will be maintained in good repair as indicated on the 2015-2016 Facility Inspection Tool. 		<p>Actual Annual Measurable Outcomes:</p> <ul style="list-style-type: none"> The student attendance rate increased from 75.4% in 2014-2015 to 87.3% in 2015-2016. Chronic absenteeism was reduced from 16.9% in 2014-2015 to 15.4% in 2015-2016. The suspension rate decreased from 14.5% in 2013-2014 to 14.3% in 2014-2015 at the Community School and decreased from 14.7% in 2013-2014 at the Court School to 8% in 2014-2015 (data reported from prior year). The middle school dropout rate remained at 0.002% in 2014-2015 (data reported from prior year). The high school dropout rate declined from 2.6% in 2013-2014 to 1.6% in 2014-2015 (data reported from prior year). The percent of students who indicate Agree/Strongly Agree on the California Healthy Kids Survey School Climate Module under Academic Mindset and Learning Engagement decreased from 47.5% in 2014-2015 to 39.7% in 2015-2016. The percent of parents who agree on the Alt. Ed. Parent Survey on “The school promotes parent participation in school activities” increased from 89.7% in 2014-2015 to 97.14% in 2015-2016. Facilities were maintained in good repair as indicated on the 2015-2016 Facility Inspection Tool. <p>Actions are rated on the following scale:</p> <ul style="list-style-type: none"> Developing-in progress: declined or maintained Improving: growth but did not meet target Effective-met or exceeded expected measureable target

Goal 3: LCAP Year: 2015-2016

Planned Actions/Services		Budgeted Expenditures		Actual Actions/Services					Estimated Actual Annual Expenditures																																	
<p>Implement Restorative Justice, a part of Positive Behavior Intervention Supports (PBIS), at Community and Court schools that focus on developing safe, trusting, self-managing classrooms. Implement alcohol/drug prevention counseling.</p> <p>Research: <i>School-Wide Positive Behavior Interventions and Supports and Restorative Discipline in Schools.</i> Sprague, 2013. <i>Best behavior: Building positive behavior supports in schools.</i> Sprague & Golly, 2004. <i>RTI and behavior: A guide to integrating behavioral and academic supports.</i> Sprague, Wright, & Sadler, 2008.</p>	Actions and Budget	Expenditure	<p>Rating: Effective. All Community School and Court School teachers attended four PLCs were held on Restorative Justice, which extended the practices of PBIS on classroom management approaches that focus on the offender, the victim, and the community. This year, teachers implemented the first two phases of the Restorative Practices continuum:</p> <table border="1"> <tr> <td>Affective Statements</td> <td>Affective Questions</td> <td>Small Impromptu Conference</td> <td>Group or Circle</td> <td>Formal Conference</td> </tr> </table> <p>Counselors for alcohol and drug prevention served 108 students.</p> <table border="1"> <thead> <tr> <th>Day</th> <th>Site</th> <th>Counseling Class</th> <th># Students</th> </tr> </thead> <tbody> <tr> <td rowspan="2">Monday</td> <td>David L. Long RLC</td> <td>1:35 p.m.-2:30 p.m.</td> <td>38</td> </tr> <tr> <td>Grindstaff</td> <td>10:45 a.m.-11:45 a.m.</td> <td>23</td> </tr> <tr> <td>Tuesday</td> <td>Val Verde RLC</td> <td>1:30 p.m.-2:15 p.m.</td> <td>12</td> </tr> <tr> <td rowspan="2">Thursday</td> <td>Palm Springs CS</td> <td>9:35 a.m.-11:45 a.m.</td> <td>42</td> </tr> <tr> <td>Don F. Kenny RLC</td> <td>12:50 p.m.-1:35 p.m.</td> <td>16</td> </tr> <tr> <td>Friday</td> <td>Betty Gibbel RLC</td> <td>1:40 p.m.-2:30 p.m.</td> <td>18</td> </tr> <tr> <td colspan="2">Total</td> <td>149</td> </tr> </tbody> </table>	Affective Statements	Affective Questions	Small Impromptu Conference	Group or Circle	Formal Conference	Day	Site	Counseling Class	# Students	Monday	David L. Long RLC	1:35 p.m.-2:30 p.m.	38	Grindstaff	10:45 a.m.-11:45 a.m.	23	Tuesday	Val Verde RLC	1:30 p.m.-2:15 p.m.	12	Thursday	Palm Springs CS	9:35 a.m.-11:45 a.m.	42	Don F. Kenny RLC	12:50 p.m.-1:35 p.m.	16	Friday	Betty Gibbel RLC	1:40 p.m.-2:30 p.m.	18	Total		149	RCOE Ed Services for Restorative Justice, LCFF	10,000	<p>Object Code</p> <p>5800 RCOE Ed Services for Restorative Justice, LCFF</p> <p>4300 Books for Restorative Justice, SIG</p> <p>5800 Breaking Down the Walls Bullying Prevention, SIG</p> <p>5800 Alcohol/Drug Prevention Counseling (Hill and MFI), SIG</p> <p>4300 Community Room materials and equipment, SIG</p> <p>Total</p>	Expend	5,500
	Affective Statements	Affective Questions		Small Impromptu Conference	Group or Circle	Formal Conference																																				
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Books for Restorative Justice, Title I and SIG	5,000	742																																								
Bullying Prevention program for students, LCFF	10,000	8,700																																								
Alcohol/Drug Prevention Counseling (Hill and MFI), SIG	110,000	48,000																																								
Community Room materials and equipment, SIG	27,705	18,958																																								
Total	162,705	81,900																																								
Scope of service:	All. District-wide.	Scope of service:	All. District-wide.																																							
✓ ALL		✓ ALL																																								
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Goal 3: LCAP Year: 2015-2016

Planned Actions/Services		Budgeted Expenditures		Actual Actions/Services			Estimated Actual Annual Expenditures																							
<p>Improve student attendance by building students motivation, self-discipline, and responsibility for their actions and performance. Implement monthly SARB meetings and attendance incentives, home visits by Community Liaisons/Dropout Prevention Specialists, along with weekly counseling sessions that provide students with skills on decision-making, social-emotional behavior, and bullying prevention.</p> <p>Research: <i>The importance of being in school: A report on absenteeism in the nation's public schools.</i> Balfanz & Vaughan. Johns Hopkins University, School of Education, May 2012. <i>In School + On Track 2014.</i> Attorney General's 2014 Report on California's Elementary School Truancy and Absenteeism Crisis. Harris, 2014.</p>	<p>Actions and Budget</p> <p>Community Dropout Prevention Specialist salaries, HSGI Budget</p>	<p>Expenditure</p> <p>286,674</p>	<p>Rating: Improving. Implemented A2A Attendance system which generates attendance letters. The first letter is generated after three unexcused absences/truancies or tardiness. School scheduled SARTs after the second letter was generated for 6 absences. SARB meetings were held after students missed 9 days of attendance. Home visits were conducted by CDPS, campus security, SROs and Probation Officers (Community Diversion Team, CDT). Students received certificates and incentives for good attendance. Developed student and parent handbook to guide and assist students with redirection and expectations on campus.</p> <p>SARB Meetings:</p> <table border="1"> <thead> <tr> <th>School Site</th> <th>Date</th> <th># Students</th> </tr> </thead> <tbody> <tr> <td>Arlington RLC</td> <td>February 12, 2016</td> <td>1</td> </tr> <tr> <td>Betty G. Gibbel RLC</td> <td>January 22, 2016</td> <td>5</td> </tr> <tr> <td>David L. Long RLC</td> <td>April 8, 2016</td> <td>1</td> </tr> <tr> <td>Don F. Kenny RLC</td> <td>December 1, 2015, February 18, 2016</td> <td>4</td> </tr> <tr> <td>Palm Springs CS</td> <td>February 18, 2016</td> <td>6</td> </tr> <tr> <td>Val Verde RLC</td> <td>March 25, 2016</td> <td>2</td> </tr> <tr> <td colspan="2">Total AE Students Served</td> <td>19</td> </tr> </tbody> </table>	School Site	Date	# Students	Arlington RLC	February 12, 2016	1	Betty G. Gibbel RLC	January 22, 2016	5	David L. Long RLC	April 8, 2016	1	Don F. Kenny RLC	December 1, 2015, February 18, 2016	4	Palm Springs CS	February 18, 2016	6	Val Verde RLC	March 25, 2016	2	Total AE Students Served		19	<p>Object Code</p> <p>2100</p>	<p>Actions and Budget</p> <p>Community Dropout Prevention Specialist salaries, HSGI Budget</p>	<p>Expend</p> <p>289,730</p>
	School Site	Date		# Students																										
	Arlington RLC	February 12, 2016		1																										
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	<p>Materials for attendance including bus passes, student planners, HSGI, SIG, LCFF</p>	<p>8,145</p>		<p>4300</p>	<p>Materials for attendance including bus passes, student planners, HSGI, SIG, LCFF</p>	<p>10,444</p>																								
	<p>Contract with A2A, LCFF</p>	<p>22,100</p>		<p>5800</p>	<p>Contract with A2A, LCFF</p>	<p>22,100</p>																								
	<p>Total</p>	<p>316,919</p>			<p>Total</p>	<p>322,274</p>																								
<p>Scope of service:</p>	<p>All. District-wide.</p>		<p>Scope of service:</p>	<p>All. District-wide.</p>																										
<p><input checked="" type="checkbox"/> ALL</p>			<p><input checked="" type="checkbox"/> ALL</p>																											
<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p>			<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p>																											

Goal 3: LCAP Year: 2015-2016

Planned Actions/Services		Budgeted Expenditures		Actual Actions/Services			Estimated Actual Annual Expenditures																																	
Implement Community Diversion Team (informal probation) at Arlington RLC, Don F. Kenny RLC, and Palm Springs Community School to provide students with additional support systems to enhance student achievement. Research: <i>The Invisible Achievement Gap</i> . WestEd, 2013.	Actions and Budget	Expenditure	Rating: Effective. Community Diversion Teams (CDT) have been implemented at Arlington, Grindstaff, Don F. Kenny, and Palm Springs. One Probation Officer serves the Riverside schools and one Probation Officer serves the desert schools. Community Program School Enrollment <table border="1"> <thead> <tr> <th></th> <th>#</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Probation-referred pursuant to Sections 300, 601, 602, and 654 of the Welfare and Institutions Code.</td> <td>61</td> <td>14.32</td> </tr> <tr> <td>Informal Probation (601 WIC supervision by Community Diversion Team)</td> <td>36</td> <td>8.45</td> </tr> <tr> <td>District Expelled under Ed Code 48915 a and c</td> <td>86</td> <td>20.19</td> </tr> <tr> <td>District Expelled and Referred for Parenting Teens and SARB</td> <td>243</td> <td>57.04</td> </tr> <tr> <td>Total</td> <td>426</td> <td>100</td> </tr> </tbody> </table>		#	%	Probation-referred pursuant to Sections 300, 601, 602, and 654 of the Welfare and Institutions Code.	61	14.32	Informal Probation (601 WIC supervision by Community Diversion Team)	36	8.45	District Expelled under Ed Code 48915 a and c	86	20.19	District Expelled and Referred for Parenting Teens and SARB	243	57.04	Total	426	100	<table border="1"> <thead> <tr> <th>Object Code</th> <th>Actions and Budget</th> <th>Expend</th> </tr> </thead> <tbody> <tr> <td>5800</td> <td>Contract with Probation for 2 Pos, LCFF</td> <td>180,000</td> </tr> <tr> <td>4300</td> <td>Materials, LCFF</td> <td>3,500</td> </tr> <tr> <td>5200</td> <td>Experiential Learning, HSGI</td> <td>5,920</td> </tr> <tr> <td>5200</td> <td>Parent Project, LCFF</td> <td>20,000</td> </tr> <tr> <td></td> <td>Total</td> <td>209,420</td> </tr> </tbody> </table>	Object Code	Actions and Budget	Expend	5800	Contract with Probation for 2 Pos, LCFF	180,000	4300	Materials, LCFF	3,500	5200	Experiential Learning, HSGI	5,920	5200	Parent Project, LCFF	20,000		Total	209,420
		#		%																																				
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Parent Project, LCFF	20,000																																							
Total	240,000																																							
Scope of service:	Community School. Four sites.	Scope of service:	Community School. Four sites.																																					
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL																																						
OR:		OR:																																						
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Other Subgroups:(Specify)_____		Other Subgroups:(Specify)_____																																						
Implement a Coordinator of Student Transitions for the Court Schools and Community Schools to track student movement, records exchanges, and community re-entry. Research: <i>Guiding Principles for Providing High-Quality Education in Juvenile Justice Secure Care Settings</i> . U.S. Department of Education and U.S. Department of Justice, December 2014. <i>Transitions to Adult Living. An Information and Resource Guide</i> . CDE, 2008.	Actions and Budget	Expenditure	Rating: Improving. Recruited and hired a Coordinator of Student Transitions in January 2016. The Coordinator attended Probation screening meetings and treatment meetings. In the process of establishing protocols to track student movement, records exchanges, and community re-entry.	<table border="1"> <thead> <tr> <th>Object Code</th> <th>Actions and Budget</th> <th>Expend</th> </tr> </thead> <tbody> <tr> <td>1100</td> <td>Coordinator of Student Transitions, Title I</td> <td>49,973</td> </tr> <tr> <td></td> <td>Total</td> <td>49,973</td> </tr> </tbody> </table>	Object Code	Actions and Budget	Expend	1100	Coordinator of Student Transitions, Title I	49,973		Total	49,973																											
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	1100	Coordinator of Student Transitions, Title I			49,973																																			
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Scope of service:	Court School. School-wide.	Scope of service:	Court School. School-wide.																																					
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL																																						
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Goal 3: LCAP Year: 2015-2016

Planned Actions/Services		Budgeted Expenditures		Actual Actions/Services				Estimated Actual Annual Expenditures																																					
Implement physical education and provide intramural athletic programs for students. Research: <i>Engaging Students in Activities, Relationships, and Curriculum to Reduce Drop Outs.</i> Key Data, October 2010.	Actions and Budget	Expenditure	Rating: Effective. Two physical education teachers were changed from part-time to full-time positions. The desert PE teacher chose to remain at part-time. An additional part-time PE teacher was hired for the desert schools. Physical education courses have been implemented at the Community School and Court School. Students in the ninth grade completed the Physical Fitness Tests. Physical Fitness Test (2014-2015) Percent of Students Meeting Fitness Standards <table border="1"> <thead> <tr> <th>Grade</th> <th>4 of 6</th> <th>5 of 6</th> <th>6 of 6</th> </tr> </thead> <tbody> <tr> <td>9</td> <td>18.20</td> <td>22.70</td> <td>4.50</td> </tr> </tbody> </table> Students participated in the intramural sports program in flag football, basketball, soccer, and volleyball. <table border="1"> <thead> <tr> <th>Sport</th> <th>Number of Students</th> </tr> </thead> <tbody> <tr> <td>Football</td> <td>60</td> </tr> <tr> <td>Basketball</td> <td>30</td> </tr> <tr> <td>Soccer</td> <td>60</td> </tr> <tr> <td>Volleyball</td> <td>36</td> </tr> <tr> <td>Total</td> <td>186</td> </tr> </tbody> </table>	Grade	4 of 6	5 of 6	6 of 6	9	18.20	22.70	4.50	Sport	Number of Students	Football	60	Basketball	30	Soccer	60	Volleyball	36	Total	186	<table border="1"> <thead> <tr> <th>Object Code</th> <th>Actions and Budget</th> <th>Expend</th> </tr> </thead> <tbody> <tr> <td>1100</td> <td>PE teacher salaries (2 full-time and two part-time), SIG</td> <td>161,822</td> </tr> <tr> <td>2100</td> <td>Referees, LCFF</td> <td>4,700</td> </tr> <tr> <td>200</td> <td>Transportation, SIG</td> <td>40,000</td> </tr> <tr> <td>4300</td> <td>Uniforms, and equipment, SIG</td> <td>12,671</td> </tr> <tr> <td>5800</td> <td>Physicals for students, LCFF</td> <td>3,000</td> </tr> <tr> <td></td> <td>Total</td> <td>222,193</td> </tr> </tbody> </table>	Object Code	Actions and Budget	Expend	1100	PE teacher salaries (2 full-time and two part-time), SIG	161,822	2100	Referees, LCFF	4,700	200	Transportation, SIG	40,000	4300	Uniforms, and equipment, SIG	12,671	5800	Physicals for students, LCFF	3,000		Total	222,193
	Grade	4 of 6		5 of 6	6 of 6																																								
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Total	159,311																																												
Scope of service:	All. District-wide.	Scope of service:	All. District-wide.																																										
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Goal 3: LCAP Year: 2015-2016

Planned Actions/Services		Budgeted Expenditures		Actual Actions/Services				Estimated Actual Annual Expenditures																																															
Provide custodial services to maintain clean and safe facilities. Research: Williams requirement, CDE.	Actions and Budget	Expenditure	Rating: Effective. Annual William’s facility inspections for all the school sites, in addition to the Title 15, California Education Program Review and Evaluation of all the Court School Facilities. All school sites are maintained and in good condition in order to provide an environment conducive to student learning. Custodial services are provided directly by RCOE staff, through private vendors, or by the district with whom we partner. Repair and maintenance services are completed in a timely manner and service as repair work orders are given the highest priority.	Object Code	Actions and Budget	Expend	Custodial contracts and services, LCFF	158,212	139,529																																														
	Custodial contracts and services, LCFF	158,212								Total	139,529																																												
	Total	158,212		Total		139,529																																																	
			<p>School Facility Good Repair Status (Most Recent Year). Year and month in which data were collected: December 2015</p> <table border="1"> <thead> <tr> <th rowspan="2">System Inspected</th> <th colspan="3">Repair Status</th> </tr> <tr> <th>Good</th> <th>Fair</th> <th>Poor</th> </tr> </thead> <tbody> <tr> <td>Systems: Gas Leaks, Mechanical/HVAC, Sewer</td> <td>X</td> <td></td> <td></td> </tr> <tr> <td>Interior: Interior Surfaces</td> <td>X</td> <td></td> <td></td> </tr> <tr> <td>Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation</td> <td>X</td> <td></td> <td></td> </tr> <tr> <td>Electrical: Electrical</td> <td>X</td> <td></td> <td></td> </tr> <tr> <td>Restrooms/Fountains: Restrooms, Sinks/ Fountains</td> <td>X</td> <td></td> <td></td> </tr> <tr> <td>Safety: Fire Safety, Hazardous Materials</td> <td>X</td> <td></td> <td></td> </tr> <tr> <td>Structural: Structural Damage, Roofs</td> <td>X</td> <td></td> <td></td> </tr> <tr> <td>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</td> <td>X</td> <td></td> <td></td> </tr> <tr> <td>Overall Rating</td> <td>Good</td> <td>Fair</td> <td>Poor</td> </tr> <tr> <td></td> <td>X</td> <td></td> <td></td> </tr> </tbody> </table>				System Inspected	Repair Status			Good	Fair	Poor	Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Interior: Interior Surfaces	X			Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			Electrical: Electrical	X			Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Safety: Fire Safety, Hazardous Materials	X			Structural: Structural Damage, Roofs	X			External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Overall Rating	Good	Fair	Poor		X				
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Systems: Gas Leaks, Mechanical/HVAC, Sewer	X																																																						
Interior: Interior Surfaces	X																																																						
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X																																																						
Electrical: Electrical	X																																																						
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X																																																						
Safety: Fire Safety, Hazardous Materials	X																																																						
Structural: Structural Damage, Roofs	X																																																						
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X																																																						
Overall Rating	Good	Fair	Poor																																																				
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Scope of service:	All. District-wide.	Scope of service:		All. District-wide.																																																			
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL																																																					
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Goal 3: LCAP Year: 2015-2016

Planned Actions/Services		Budgeted Expenditures		Actual Actions/Services			Estimated Actual Annual Expenditures																															
Implement parent communication and training that include Blackboard (automatic phone system) and the Parent Engagement Leadership Institute (PELI) to connect families with community resources that provide educational enrichment and support. Research: Epstein's <i>Framework of Six Types of Parent Involvement</i> . Center on School, Family, and Community Partnerships, Johns Hopkins University, 2011.	Actions and Budget Blackboard Connect contract, automated calling system, Title I and Title III	Expenditure 32,445	Rating: Improving. Edulink, a new vendor for calling parents was secured in 2015-2016. Parent Engagement Leadership Initiative workshops were implemented at the sites.	<table border="1"> <thead> <tr> <th>Object Code</th> <th>Actions and Budget</th> <th>Expend</th> </tr> </thead> <tbody> <tr> <td>5800</td> <td>Edulink contract automated calling system, Title I and Title III</td> <td>7,955</td> </tr> <tr> <td>5800</td> <td>with RCOE Ed Services, SIG, Title I</td> <td>15,600</td> </tr> <tr> <td colspan="2">Total</td> <td>23,555</td> </tr> </tbody> </table>	Object Code	Actions and Budget	Expend	5800	Edulink contract automated calling system, Title I and Title III	7,955	5800	with RCOE Ed Services, SIG, Title I	15,600	Total		23,555	<table border="1"> <thead> <tr> <th>School Site</th> <th>Training Module</th> <th>Total Parents</th> </tr> </thead> <tbody> <tr> <td>Arlington RLC</td> <td>Communication Volunteering</td> <td>10</td> </tr> <tr> <td>Betty G. Gibbel RLC</td> <td>Communication Resources</td> <td>6</td> </tr> <tr> <td>David L. Long RLC</td> <td>Resources/Parenting techniques for Difficult Teens</td> <td>11</td> </tr> <tr> <td>Don F. Kenny RLC</td> <td>Communication Volunteering Health Care Positive Parenting</td> <td>14</td> </tr> <tr> <td>Moreno Valley RLC Val Verde RLC</td> <td>Techniques to Support Parenting Skills</td> <td>6</td> </tr> <tr> <td colspan="2"></td> <td style="text-align: center;">47</td> </tr> </tbody> </table>	School Site	Training Module	Total Parents	Arlington RLC	Communication Volunteering	10	Betty G. Gibbel RLC	Communication Resources	6	David L. Long RLC	Resources/Parenting techniques for Difficult Teens	11	Don F. Kenny RLC	Communication Volunteering Health Care Positive Parenting	14	Moreno Valley RLC Val Verde RLC	Techniques to Support Parenting Skills	6			47
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with RCOE Ed Services, SIG, Title I	15,600	Instituted Parent and stakeholder surveys to gather input how to be fully engaged with activities at the various school sites.																																				
Total	48,045																																					
Scope of service: All. District-wide.			Scope of service: All. District-wide.																																			
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL																																			
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Implement a new student information system (Aeries) with a web-based gradebook (parent portal). Research: <i>PTA National Standards for Family-School Partnerships Assessment Guide</i> . PTA, 2008.	Costs for system listed under Goal 2		Rating: Effective. Aeries student information system was implemented this year. Parent portal will be available next year.	Costs for system listed under Goal 2.																																		
Scope of service: All. District-wide.				Scope of service: All. District-wide.																																		
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Goal 3: LCAP Year: 2015-2016

Planned Actions/Services		Budgeted Expenditures		Actual Actions/Services		Estimated Actual Annual Expenditures	
Involve parents in decision-making and advisory functions for the purpose of program review and improvement in support of academic accountability. Implement parent breakfasts, college nights, and SSCs/ELACs to involve parents in decision making. Research: <i>School, Family, and Community Partnerships: Your Handbook for Action, Third Edition.</i> Epstein, 2009.	Actions and Budget	Expenditure	Rating: Effective. Forums for parent decision making, advisory, and program review were implemented, including parent/teacher conferences (formal and informal), Individualized Education Program (IEP) process, School Site Councils, English Learner Advisory Councils, the District English Learner Advisory Council, and student awards ceremonies. Instituted parent and stakeholders surveys to gather input how to be fully engaged with activities at the various school sites.	Object Code	Actions and Budget	Expend	
	Materials for meetings, Title I	7,000		4300	Materials for meetings, Title I	7,000	
	SSC, ELAC, DELAC, Title I and Title III	3,000		4300	Materials for SSC, ELAC, DELAC, Title III	3,000	
	Total	10,000		Total	10,000		
Scope of service:	All. District-wide.	Scope of service:	All. District-wide.				
✓ ALL		✓ ALL					
OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____		OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____					
Include parent participation in the development of Individual Learning Plans (ILP) to foster an understanding of the academic and transition goals the school will address. Research: Epstein's <i>Framework of Six Types of Parent Involvement.</i> Center on School, Family, and Community Partnerships, Johns Hopkins University, 2011.	Actions and Budget	Expenditure	Rating: Improving. Counselors met with students and parents to develop ILPs. Counselors completed 92.5% of ILPs.	Object Code	Actions and Budget	Expend	
	Materials for ILP meetings, Title I	5,000		4300	Materials for ILP meetings, Title I	5,000	
	Total	5,000		Total	5,000		
	Scope of service:	All. District-wide.		Scope of service:	All. District-wide.		
✓ ALL		✓ ALL					
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Goal 3: LCAP Year: 2015-2016

Planned Actions/Services		Budgeted Expenditures		Actual Actions/Services		Estimated Actual Annual Expenditures	
Provide the Social Work intern program for foster and group home youth. Research: <i>The Invisible Achievement Gap</i> . WestEd, 2013.	Actions and Budget	Expenditure	Rating: Effective. Ten Social Work interns counseled students to improve academics and behavior.	Object Code	Actions and Budget	Expend	5800
	Social Work Intern contract with Cal-Sate San Bernardino, Foster Youth, HSGI, and SIG	82,500		School	Number of Students Served	Social Work Intern contract with Cal-Sate San Bernardino, Foster Youth, HSGI, and SIG	
	Total	82,500			Total	60,000	
Scope of service:	All. District-wide.		Scope of service:	All. District-wide.			
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<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Seven of eight measureable outcomes met or exceeded expected targets and one declined. The student attendance rate increased from 75.4% in 2014-2015 to 87.3% in 2015-2016. Chronic absenteeism was reduced from 16.9% in 2014-2015 to 15.4% in 2015-2016. The suspension rate decreased from 14.5% in 2013-2014 to 14.3% in 2014-2015 at the Community School and decreased from 14.7% in 2013-2014 at the Court School to 8% in 2014-2015 (data reported from prior year). The middle school dropout rate remained at 0.002% in 2014-2015 (data reported from prior year). The high school dropout rate declined from 2.6% in 2013-2014 to 1.6% in 2014-2015 (data reported from prior year). The percent of parents who agree on the Alt. Ed. Parent Survey on “The school promotes parent participation in school activities” increased from 89.7% in 2014-2015 to 97.14% in 2015-2016. Facilities were maintained in good repair as indicated on the 2015-2016 Facility Inspection Tool. The Juvenile Hall Court School recidivism rate was 23.4% in 2015-2016.</p> <ul style="list-style-type: none"> • One measure did not meet the target and declined. The percent of students who indicate Agree/Strongly Agree on the California Healthy Kids Survey School Climate Module under Academic Mindset and Learning Engagement decreased from 47.5% in 2014-2015 to 39.7% in 2015-2016. <p>The attendance data, suspension data, and California Healthy Kids Survey results 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:</p> <ul style="list-style-type: none"> • The attendance letter notification process with School Attendance Review Teams (SART) and School Attendance Review Boards (SARB) along with attendance incentives will be continued in 2016-2017. • A student peer-mentoring program for Hispanic and African American students will be implemented to enhance engagement in school. • A program to enhance student health (mental health, emotional, physical), fitness, and nutrition through curriculum/lessons and physical exercise will be implemented. • PBIS, the sports program, and experiential learning trips will be continued. • Additional meetings for parents to meet with teachers about student progress, grades, and behavior will be implemented. • The Community Dropout Prevention Specialist position will be moved to CBK due to declining Community School enrollment/ADA and the end of the High School Graduation Initiative grant.
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<p>Original GOAL from prior year LCAP:</p>	<p>Goal 4: English Learners will acquire proficiency in English and demonstrate proficiency in English language arts and mathematics.</p>		<p>Related State and/or Local Priorities: 1__ 2__ 3__ 4✓ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____</p>
<p>Goal Applies to:</p>	<p>Schools:</p>	<p>All (Community and Court School)</p>	
<p>Expected Annual Measurable Outcomes:</p>	<p>Applicable Pupil Subgroups:</p>	<p>English Learners</p> <ul style="list-style-type: none"> • The percent of Community School English Learner students demonstrating annual growth (AMAO 1) on the California English Language Development Test (CELDT) will increase from 45.6% in 2014-2015 to 47.6% in 2015-2016. • The percent of Court School English Learner students demonstrating annual growth (AMAO 1) on the California English Language Development Test (CELDT) will increase from 68.2% in 2014-2015 to 70.2% in 2015-2016. • The percent of Community School English Learner students in U.S. schools more than 5 years scoring Early Advanced or Advanced (AMAO 2) on the California English Language Development Test (CELDT) will increase from 41.1% in 2014-2015 to 43.1% in 2015-2016. • The percent of Court School English Learner students in U.S. schools more than 5 years scoring Early Advanced or Advanced (AMAO 2) on the California English Language Development Test (CELDT) will increase from 46.2% in 2014-2015 to 48.2% in 2015-2016. • The reclassification rate will increase from 1% in 2014-2015 to 2% in 2015-2016. • The percent of 10th grade EL students passing the CAHSEE March Census in ELA will increase from 29.6% in 2014-2015 to 31.6% in 2015-2016. • The percent of 10th grade EL students passing the CAHSEE March Census in math will increase from 8.3% in 2014-2015 to 10.3% in 2015-2016. • The percent of 10th grade EL students scoring proficient on the CAHSEE March Census in ELA will increase from 11.1% in 2014-2015 to 13.1% in 2015-2016. • The percent of 10th grade EL students scoring proficient on the CAHSEE March Census in math will increase from 4.2% in 2014-2015 to 6.2% in 2015-2016. 	<p>Actual Annual Measurable Outcomes:</p> <ul style="list-style-type: none"> • The percent of Community School English Learner students demonstrating annual growth (AMAO 1) on the California English Language Development Test (CELDT) in 2015-2016 is not available as of May 2016. • The percent of Court School English Learner students demonstrating annual growth (AMAO 1) on the California English Language Development Test (CELDT) in 2015-2016 is not available as of May 2016. • The percent of Community School English Learner students in U.S. schools more than 5 years scoring Early Advanced or Advanced (AMAO 2) on the California English Language Development Test (CELDT) in 2015-2016 is not available as of May 2016. • The percent of Court School English Learner students in U.S. schools more than 5 years scoring Early Advanced or Advanced (AMAO 2) on the California English Language Development Test (CELDT) in 2015-2016 is not available as of May 2016. • The reclassification rate maintained at 1% in 2015-2016. • The California High School Exit Exam has been suspended as a requirement for graduation through the 2017-18 school year. <p>Actions are rated on the following scale:</p> <ul style="list-style-type: none"> • Developing-in progress: declined or maintained • Improving: growth but did not meet target • Effective-met or exceeded expected measureable target

Goal 4: LCAP Year: 2015-2016

Planned Actions/Services		Actual Actions/Services																																																																			
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<p>Integrate ELD (designated and integrated) standards into instruction with support from principals, consultants, and collaboration during PLCs. Continue English 3D materials and Rosetta Stone.</p> <p>Research: <i>Appendix C: Theoretical Foundations and Research Base for California's English Language Development Standards.</i></p> <p>California English Language Development Standards, CDE 2012.</p> <p>Gandara, Patricia and Zarate, Maria Estela. (September 2014). <i>Seizing the Opportunity to Narrow the Achievement Gap for English Learners: Research-Based Recommendations for the Use of LCFF Funds. The Civil Rights Project.</i></p> <p>Olsen, Laurie. (March 2014). <i>Meeting the Unique Needs of Long-Term English Language Learners: A Guide for Educators.</i> National Education Association.</p>	<table border="1"> <thead> <tr> <th>Actions and Budget</th> <th>Expenditure</th> </tr> </thead> <tbody> <tr> <td>Summer work by teachers on ELA/ELD integration, Title I and SIG</td> <td>27,028</td> </tr> <tr> <td>ELA/ELD consultant, Title I and Title III</td> <td>104,000</td> </tr> <tr> <td>ELD Materials, Lottery</td> <td>55,000</td> </tr> <tr> <td>Rosetta Stone, Title III</td> <td>5,000</td> </tr> <tr> <td>Total</td> <td>191,028</td> </tr> </tbody> </table>	Actions and Budget	Expenditure	Summer work by teachers on ELA/ELD integration, Title I and SIG	27,028	ELA/ELD consultant, Title I and Title III	104,000	ELD Materials, Lottery	55,000	Rosetta Stone, Title III	5,000	Total	191,028	<p>Rating: Improving. Teachers use English 3D during ELA intervention time. Rosetta Stone is used by few teachers. The ELA/ELD consultant provided support that included observation with feedback, differentiated instruction support, and in-class coaching.</p> <table border="1"> <thead> <tr> <th>Description</th> <th># Teachers</th> </tr> </thead> <tbody> <tr> <td>Differentiated Instruction PD</td> <td>40</td> </tr> <tr> <td>Observation w/Feedback</td> <td>2</td> </tr> <tr> <td>In-Class Coaching</td> <td>6</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Site</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td>RCOE</td> <td>ELA/ELD PLC Planning</td> </tr> <tr> <td>Southwest Juvenile Hall</td> <td>ELA/ELD Coaching</td> </tr> <tr> <td>Betty Gibbel RLC</td> <td>ELA/ELD Coaching</td> </tr> <tr> <td>Don F. Kenny RLC</td> <td>ELA/ELD Coaching</td> </tr> <tr> <td>Hemet Cal-Safe</td> <td>ELA/ELD Coaching</td> </tr> <tr> <td>RCOE</td> <td>Differentiating Instruction PLC</td> </tr> <tr> <td>RCOE</td> <td>PLC Planning</td> </tr> <tr> <td>RCOE</td> <td>Differentiating Instruction PLC</td> </tr> <tr> <td>Hemet Cal-Safe</td> <td>ELA/ELD Coaching</td> </tr> <tr> <td>Grindstaff</td> <td>ELA/ELD Coaching</td> </tr> <tr> <td>Don F. Kenny RLC</td> <td>ELA/ELD Coaching</td> </tr> <tr> <td>Hemet Cal-Safe</td> <td>ELA/ELD Coaching</td> </tr> <tr> <td>Grindstaff</td> <td>ELA/ELD Coaching</td> </tr> </tbody> </table>	Description	# Teachers	Differentiated Instruction PD	40	Observation w/Feedback	2	In-Class Coaching	6	Site	Description	RCOE	ELA/ELD PLC Planning	Southwest Juvenile Hall	ELA/ELD Coaching	Betty Gibbel RLC	ELA/ELD Coaching	Don F. Kenny RLC	ELA/ELD Coaching	Hemet Cal-Safe	ELA/ELD Coaching	RCOE	Differentiating Instruction PLC	RCOE	PLC Planning	RCOE	Differentiating Instruction PLC	Hemet Cal-Safe	ELA/ELD Coaching	Grindstaff	ELA/ELD Coaching	Don F. Kenny RLC	ELA/ELD Coaching	Hemet Cal-Safe	ELA/ELD Coaching	Grindstaff	ELA/ELD Coaching	<table border="1"> <thead> <tr> <th>Object Code</th> <th>Actions and Budget</th> <th>Expend</th> </tr> </thead> <tbody> <tr> <td>1100</td> <td>Summer work by teachers on ELA/ELD integration, Title I and SIG</td> <td>27,028</td> </tr> <tr> <td>5800</td> <td>ELA/ELD consultant, Title I and Title III</td> <td>104,000</td> </tr> <tr> <td>4300</td> <td>ELD Materials, Lottery</td> <td>55,000</td> </tr> <tr> <td>5800</td> <td>Rosetta Stone, Title III</td> <td>4,170</td> </tr> <tr> <td></td> <td>Total</td> <td>190,198</td> </tr> </tbody> </table>	Object Code	Actions and Budget	Expend	1100	Summer work by teachers on ELA/ELD integration, Title I and SIG	27,028	5800	ELA/ELD consultant, Title I and Title III	104,000	4300	ELD Materials, Lottery	55,000	5800	Rosetta Stone, Title III	4,170		Total	190,198
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Goal 4: LCAP Year: 2015-2016

Planned Actions/Services		Actual Actions/Services																								
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Develop lessons based on data during PLCs on one Wednesday each month to identify students for in-class differentiated instruction (small groups). Research: <i>Improving Education for English Learners: Research-Based Approaches</i> . CDE, 2010.	<table border="1"> <thead> <tr> <th>Actions and Budget</th> <th>Expenditure</th> </tr> </thead> <tbody> <tr> <td>ELA/ELD TOSA, Title I and SIG</td> <td>120,000</td> </tr> <tr> <td>Materials, SIG</td> <td>5,000</td> </tr> <tr> <td>Total</td> <td>125,000</td> </tr> </tbody> </table>	Actions and Budget	Expenditure	ELA/ELD TOSA, Title I and SIG	120,000	Materials, SIG	5,000	Total	125,000	Rating: Improving. Teachers and principals met once each month during PLCs to analyze data, target instruction, and build interventions for EL students. The ELA/ELD and math TOSAs provided support that included observation with feedback, demonstration lessons, co-planning/co-teaching, and after school collaborative work groups.	<table border="1"> <thead> <tr> <th>Object Code</th> <th>Actions and Budget</th> <th>Expend</th> </tr> </thead> <tbody> <tr> <td>1100</td> <td>ELA/ELD TOSA, Title I and SIG</td> <td>60,278</td> </tr> <tr> <td>4300</td> <td>Materials, SIG</td> <td>5,000</td> </tr> <tr> <td></td> <td>Total</td> <td>65,278</td> </tr> </tbody> </table>	Object Code	Actions and Budget	Expend	1100	ELA/ELD TOSA, Title I and SIG	60,278	4300	Materials, SIG	5,000		Total	65,278			
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ELA/ELD TOSA Support	# Sessions	# Teachers																								
Leading PLCs (RCOE, Zones, Sites)	16	60																								
After School Collaborative Work Groups	7	13																								
Content Coaching with Individuals/Teams	50	13																								
Observation with Feedback	16	9																								
Co-Planning-Co-Teaching	13	4																								
STARS Development/Collaboration	3	5																								
Site Instructional Reviews with Principals	9	12																								
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. Research: <i>Reparable Harm: Fulfilling the un-kept promise of educational opportunity for California's long-term English learners</i> . Olsen, 2010.	<table border="1"> <thead> <tr> <th>Actions and Budget</th> <th>Expenditure</th> </tr> </thead> <tbody> <tr> <td>Materials for reclassification</td> <td>5,000</td> </tr> <tr> <td>Total</td> <td>5,000</td> </tr> </tbody> </table>	Actions and Budget	Expenditure	Materials for reclassification	5,000	Total	5,000	Rating: Effective. EL students who meet the reclassification criteria are re-designated to RFEP. Alternative Education has forms and delineated process that include CELDT levels of English proficiency, RenLearn ELA grade equivalent scores, the CALP, and parent consultation.	<table border="1"> <thead> <tr> <th>Object Code</th> <th>Actions and Budget</th> <th>Expend</th> </tr> </thead> <tbody> <tr> <td>4300</td> <td>Materials for reclassification</td> <td>5,000</td> </tr> <tr> <td></td> <td>Total</td> <td>5,000</td> </tr> </tbody> </table>	Object Code	Actions and Budget	Expend	4300	Materials for reclassification	5,000		Total	5,000								
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Scope of service: All. District-wide. __ALL OR: __Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Scope of service: All. District-wide. __ALL OR: __Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____																									

Goal 4: LCAP Year: 2015-2016

Planned Actions/Services		Actual Actions/Services																
	Budgeted Expenditures		Estimated Actual Annual Expenditures															
Implement a two-year monitoring process for RFEP students using results from RenLearn, RCOE short-cycle assessments, and student grades. Research: <i>Reclassification of English Learner Students in California.</i> Public Policy Institute, January 2014.	<table border="1"> <thead> <tr> <th>Actions and Budget</th> <th>Expenditure</th> </tr> </thead> <tbody> <tr> <td>Materials for monitoring.</td> <td>5,000</td> </tr> <tr> <td>Total</td> <td>5,000</td> </tr> </tbody> </table>	Actions and Budget	Expenditure	Materials for monitoring.	5,000	Total	5,000	Rating: Effective. RFEP students are monitored for two years using the required process.	<table border="1"> <thead> <tr> <th>Object Code</th> <th>Actions and Budget</th> <th>Expend</th> </tr> </thead> <tbody> <tr> <td>4300</td> <td>Materials for monitoring.</td> <td>5,000</td> </tr> <tr> <td></td> <td>Total</td> <td>5,000</td> </tr> </tbody> </table>	Object Code	Actions and Budget	Expend	4300	Materials for monitoring.	5,000		Total	5,000
Actions and Budget	Expenditure																	
Materials for monitoring.	5,000																	
Total	5,000																	
Object Code	Actions and Budget	Expend																
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	Total	5,000																
Scope of service: All. District-wide.		Scope of service: All. District-wide.																
__ALL		__ALL																
OR: __Low Income pupils __English Learners __Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __Other Subgroups:(Specify)_____																

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

Two of the three measureable outcomes have not been reported and one remained the same. The Annual Measureable Achievement Objectives have not been reported as of May 2016. One outcome remained the same (the reclassification rate maintained at 1% in 2015-2016) and the California High School Exit Exam has been suspended as a requirement for graduation through the 2017-18 school year.

In order to improve the English language proficiency of EL students, the following will be implemented:

- Designate time during data teams and MTSS meetings to develop interventions for English learner students.
- Implement differentiated instruction (scaffolding, graphic organizers, Reciprocal Teaching, small groups) in ELA and math.
- Prioritize the time of the ELA/ELD TOSA on working with teachers on supporting English learners.
- 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.
- Continue the implementation of English 3D (Scholastic materials).

<p>Original GOAL from prior year LCAP:</p>	<p>Goal 5: Instruction for expelled students will be coordinated with the school districts in Riverside County. Expelled students in the community schools will meet the terms of their expulsion plans in order to transition back to their school districts.</p>		<p>Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9 <input checked="" type="checkbox"/> 10__ Local : Specify _____</p>
<p>Goal Applies to:</p>	<p>Schools:</p>	<p>Community School</p>	
<p>Expected Annual Measurable Outcomes:</p>	<p>Applicable Pupil Subgroups:</p>	<p>All</p>	<p>Actual Annual Measurable Outcomes:</p> <ul style="list-style-type: none"> The percent of continuously enrolled students in Community School earning 30 credits or more during a semester toward high school graduation will increase from 20.8% in 2014-2015 to 24.8% in 2015-2016. Students will return to their districts of residence after completing the terms of their expulsions. <p>Actions are rated on the following scale:</p> <ul style="list-style-type: none"> Developing-in progress: declined or maintained Improving: growth but did not meet target Effective-met or exceeded expected measureable target

Goal 5: LCAP Year: 2015-2016

Planned Actions/Services		Actual Actions/Services																																																																										
		Budgeted Expenditures	Estimated Actual Annual Expenditures																																																																									
<p>Provide classroom-based program and independent study program at each community school for expelled elementary school students, and middle school and high school students, including parenting teens, from school districts in Riverside County.</p> <p>Riverside County Office of Education, Expelled Student Plan, 2015-2018. Required by AB 922 (Chapter 974, Statutes of 1995; E.C. 48926).</p>	Action & Budget	Expenditure	<p>Rating: Effective. All expelled students within Riverside County are provided with educational services. Classroom instruction is provided for all expelled students in grades 7-12. Independent Study serves all elementary students, plus those who request an Independent Study program. Parenting teens have designated programs throughout the county which offer child care and parenting class to support their unique needs.</p> <p>All expelled students are provided access to ELD curriculum, counseling services, assistance with their rehabilitation plans, and monitoring of their attendance.</p> <p>RCOE will continue to communicate with District CWA Directors and Coordinators through monthly meetings and student reports.</p>																																																																									
	Central office and school operations, LCFF, SIG	\$4,107,445		<table border="1"> <thead> <tr> <th>Object Code</th> <th>Action & Budget</th> <th>Expenditure</th> </tr> </thead> <tbody> <tr> <td>4300</td> <td>Central office materials LCFF</td> <td>\$951,204</td> </tr> <tr> <td>5800</td> <td>Central office contracts LCFF</td> <td>\$1,994,924</td> </tr> <tr> <td>1100</td> <td>Central Office Admin, LCFF</td> <td>\$593,424</td> </tr> <tr> <td>1100</td> <td>Central Office Admin, Alt ED SpEd</td> <td>\$204,148</td> </tr> <tr> <td>1100</td> <td>Central Office Admin, Title I</td> <td>\$85,010</td> </tr> <tr> <td>1100</td> <td>Central Office Admin, SIG</td> <td>\$24,789</td> </tr> <tr> <td>2100</td> <td>Central office staff, LCFF</td> <td>\$459,585</td> </tr> <tr> <td>2100</td> <td>Central office staff, AltEd-SpEd</td> <td>\$81,161</td> </tr> <tr> <td>2100</td> <td>Central office staff, HSGI</td> <td>\$53,341</td> </tr> <tr> <td>1100</td> <td>Principals, LCFF</td> <td>\$696,762</td> </tr> <tr> <td>2100</td> <td>Site office staff</td> <td>\$525,507</td> </tr> <tr> <td>4300</td> <td>School operations, LCFF</td> <td>\$134,732</td> </tr> <tr> <td>1100</td> <td>Teachers, LCFF</td> <td>\$2,732,734</td> </tr> <tr> <td>2100</td> <td>Instructional Assistants, Title I</td> <td>\$1,445,899</td> </tr> <tr> <td>2100</td> <td>ARTs, LCFF</td> <td>\$332,738</td> </tr> <tr> <td>2100</td> <td>Food Service Workers, LCFF</td> <td>\$72,055</td> </tr> <tr> <td>5800</td> <td>Food Service Contracts, LCFF</td> <td>\$396,980</td> </tr> <tr> <td>2100</td> <td>Campus Security Sups, LCFF</td> <td>\$507,235</td> </tr> <tr> <td>5800</td> <td>SROs, LCFF</td> <td>\$253,472</td> </tr> <tr> <td>4300</td> <td>Security Materials, LCFF</td> <td>\$21,202</td> </tr> <tr> <td>5500</td> <td>Utilities, LCFF</td> <td>252,65</td> </tr> <tr> <td>5600</td> <td>Facilities, LCFF</td> <td>64,64</td> </tr> <tr> <td></td> <td>Total</td> <td>11,884,200</td> </tr> </tbody> </table>	Object Code	Action & Budget	Expenditure	4300	Central office materials LCFF	\$951,204	5800	Central office contracts LCFF	\$1,994,924	1100	Central Office Admin, LCFF	\$593,424	1100	Central Office Admin, Alt ED SpEd	\$204,148	1100	Central Office Admin, Title I	\$85,010	1100	Central Office Admin, SIG	\$24,789	2100	Central office staff, LCFF	\$459,585	2100	Central office staff, AltEd-SpEd	\$81,161	2100	Central office staff, HSGI	\$53,341	1100	Principals, LCFF	\$696,762	2100	Site office staff	\$525,507	4300	School operations, LCFF	\$134,732	1100	Teachers, LCFF	\$2,732,734	2100	Instructional Assistants, Title I	\$1,445,899	2100	ARTs, LCFF	\$332,738	2100	Food Service Workers, LCFF	\$72,055	5800	Food Service Contracts, LCFF	\$396,980	2100	Campus Security Sups, LCFF	\$507,235	5800	SROs, LCFF	\$253,472	4300	Security Materials, LCFF	\$21,202	5500	Utilities, LCFF	252,65	5600	Facilities, LCFF	64,64		Total	11,884,200
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Teachers, LCFF and SIG	\$2,250,390																																																																											
Instructional Assistants, Title I	\$921,756																																																																											
ARTs, LCFF	\$373,152																																																																											
Food Service Workers, LCFF	\$113,475																																																																											
Food Service Contracts	\$423,773																																																																											
Campus Security Sups, LCFF	\$531,076																																																																											
SROs, LCFF	\$253,472																																																																											
Security Measures, LCFF	\$75,440																																																																											
Utilities, LCFF	\$418,146																																																																											
Facilities, LCFF	\$58,741																																																																											
Total	10,749,135																																																																											

Scope of service: All. District-wide.

ALL

OR:
 Low Income pupils English Learners
 Foster Youth Redesignated fluent English proficient
 Other Subgroups:(Specify) _____

Scope of service: All. District-wide.

ALL

OR:
 Low Income pupils English Learners
 Foster Youth Redesignated fluent English proficient
 Other Subgroups:(Specify) _____

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

The annual measureable outcome increased, but did not meet the target. The percent of continuously enrolled students in Community School earning 30 credits or more during a semester toward high school graduation increased from 20.8% in 2014-2015 to 22% in 2015-2016. Students returned to their districts of residence after completing the terms of their expulsions.

County offices are required to address the Expelled Student Plans in the LCAP. One important metric used as a measure for students returning to districts of residence and/or graduating from high school is courses credit completion.

The Riverside County Expelled Student Plan is in the first year of the 2015-2018 cycle. The 23 school districts in Riverside County were satisfied with the Community School educational program, outcomes, and contract/referral process.

Original GOAL from prior year LCAP:	Goal 6: Foster Youth Services: Students will receive support through coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records.	Related State and/or Local Priorities: 1_ 2_ 3_ 4_ 5_ 6_ 7_ 8_ COE only: 9_ 10_ <input checked="" type="checkbox"/> Local : Specify _____
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Goal Applies to:	Schools: All (Community and Court School)	Applicable Pupil Subgroups: Foster Youth
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Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> The percent of Foster Youth students, countywide, who enroll in the tutoring program and complete a minimum of 36 hours of tutoring will increase from 22% in 2014-2015 to 24% in 2015-2016. The percent of Foster Youth students, countywide, who participate in the WhyTry program will increase from 10% in 2014-2015 to 12% in 2015-2016. 	Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> The percent of Foster Youth students, countywide, who enroll in the tutoring program and complete a minimum of 36 hours of tutoring increased from 22% in 2014-2015 to 25% in 2015-2016. The percent of Foster Youth students, countywide, who participate in the WhyTry program increased from 10% in 2014-2015 to 30% in 2015-2016. <p>Actions are rated on the following scale:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Developing-in progress: declined or maintained <input checked="" type="checkbox"/> Improving: growth but did not meet target <input checked="" type="checkbox"/> Effective-met or exceeded expected measurable target
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Goal 6: LCAP Year: 2015-2016

Planned Actions/Services		Actual Actions/Services					
		Budgeted Expenditures	Estimated Actual Annual Expenditures				
		Actions and Budget	Expenditure	Object Code	Actions and Budget	Expend	
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. Research: <i>The Invisible Achievement Gap: Education Outcomes of Students in Foster Care in California Public Schools.</i> WestEd, 2013.		Contracted Services, Foster Youth	300,000	Rating: Effective. Site based tutoring services are provided to Riverside county foster youth by RCOE approved tutoring providers. As a pilot this year, two providers are working with students in the desert area at libraries and community centers. One provider worked with students who reside at Father's Heart Ranch Group Home in Palm Desert which serves elementary and middle school age youth who are neglected and abused. Current students are enrolled in 15 of the 23 Riverside County school districts and RCOE programs.	5800	Contracted Services, Foster Youth	300,000
		Total	300,000		Total		300,000
Scope of service:	All. County-wide.			Scope of service:	All. County-wide.		
__ALL				__ALL			
OR: __Low Income pupils __English Learners <input checked="" type="checkbox"/> Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____				OR: __Low Income pupils __English Learners <input checked="" type="checkbox"/> Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			

Goal 6: LCAP Year: 2015-2016

Planned Actions/Services		Budgeted Expenditures		Actual Actions/Services			Estimated Actual Annual Expenditures		
<p>Continue to provide three educational liaisons in collaboration with the Riverside County Department of Public Social Services (DPSS).</p> <p>Research: <i>The Invisible Achievement Gap: Education Outcomes of Students in Foster Care in California Public Schools.</i> WestEd, 2013.</p>	Actions and Budget	Expenditure	<p>Rating: Effective. The education liaison program works in partnership and close collaboration with the Riverside Department of Public Social Services (DPSS). Educational Liaison services include: Assist with IEPs; team decision meetings; child and family team meetings; transcript/credit review; locating/tracking student records; training social workers and district staff; outreach/presentations; AB 167/216 evaluation.</p> <p>A counselor for adult-aged foster youth was hired in July 2015 and was fully funded by DPSS. School Counselor services include: Helping students transition from secondary to post-secondary pathway; post-secondary enrollment and FAFSA; locating/tracking student records; attendance at requested meetings; outreach/presentations; AB 167/216 evaluation.</p>	Object Code	Actions and Budget	Expend			
	Educational Liaisons (3), Foster Youth	190,361		1900	Educational Liaisons (3), Foster Youth	192,527			
	Counselor, Foster Youth	120,000		1300	Counselor, Foster Youth	96,154			
	Total	310,361			Total	288,681			
Scope of service: All. County-wide.				Scope of service: All. County-wide.					
_ALL				_ALL					
<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p>				<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p>					

Educational Liaison/School Counselor Services – Countywide		
Position	Grade Levels	# Students Served
Educational Liaison	9-12	28
Educational Liaison	K-8	29
Educational Liaison	3-12	50
School Counselor	12 th and above	69
Total		176

Goal 6: LCAP Year: 2015-2016

Planned Actions/Services		Budgeted Expenditures		Actual Actions/Services			Estimated Actual Annual Expenditures												
<p>Continue offering transition services to Riverside foster and group home youth in order to help youth overcome their challenges and improve outcomes in the areas of truancy, behavior, and academics. Offer transition services to identified foster and group home youth. Research: <i>The Invisible Achievement Gap: Education Outcomes of Students in Foster Care in California Public Schools.</i> WestEd, 2013.</p>	<table border="1"> <thead> <tr> <th>Actions and Budget</th> <th>Expenditure</th> </tr> </thead> <tbody> <tr> <td>Contracted Services, Foster Youth</td> <td>60,000</td> </tr> <tr> <td>Total</td> <td>60,000</td> </tr> </tbody> </table>	Actions and Budget	Expenditure	Contracted Services, Foster Youth	60,000	Total	60,000	<p>Rating: Effective. Two Resource Specialists work with Foster Youth. In partnership with RCC a second Foster Youth Specialist was hired to assist with student transition services. A counselor for Non-Minor Dependent Youth was also hired to expand transition services to foster youth.</p>	<table border="1"> <thead> <tr> <th>Object Code</th> <th>Actions and Budget</th> <th>Expend</th> </tr> </thead> <tbody> <tr> <td>5800</td> <td>Contracted Services, Foster Youth</td> <td>81,995</td> </tr> <tr> <td></td> <td>Total</td> <td>81,995</td> </tr> </tbody> </table>	Object Code	Actions and Budget	Expend	5800	Contracted Services, Foster Youth	81,995		Total	81,995	<p>Scope of service: All. County-wide.</p> <p>__ALL</p> <p>OR: __Low Income pupils __English Learners <input checked="" type="checkbox"/> Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>
		Actions and Budget	Expenditure																
Contracted Services, Foster Youth	60,000																		
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Object Code	Actions and Budget	Expend																	
5800	Contracted Services, Foster Youth	81,995																	
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<p>Scope of service: All. County-wide.</p> <p>__ALL</p> <p>OR: __Low Income pupils __English Learners <input checked="" type="checkbox"/> Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>Scope of service: All. County-wide.</p> <p>__ALL</p> <p>OR: __Low Income pupils __English Learners <input checked="" type="checkbox"/> Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>																		
<p>Continue offering transition support services, WhyTry, College Entrance Camps, Teen Leadership Camps, and mentoring programs to Riverside County foster and group home youth to help youth develop personal growth and character. Offer Teen Leadership Camps to identified foster and group home youth. Research: <i>The Invisible Achievement Gap: Education Outcomes of Students in Foster Care in California Public Schools.</i> WestEd, 2013.</p>	<table border="1"> <thead> <tr> <th>Actions and Budget</th> <th>Expenditure</th> </tr> </thead> <tbody> <tr> <td>Contracted Services, Foster Youth</td> <td>140,742</td> </tr> <tr> <td>Total</td> <td>140,742</td> </tr> </tbody> </table>	Actions and Budget	Expenditure	Contracted Services, Foster Youth	140,742	Total	140,742	<p>Rating: Effective. Mentoring services provided this year through Teen Leadership Camps, Why Try meetings and presentations, and computer camps. Mentorship/leadership camp offered to countywide foster youth. Youth attend a 3-day weekend camp in Blue Jay and participate in a variety of leadership activities. The College Bound Computer Camps are provided to foster youth students, countywide, who are preparing to transition from a secondary to a post-secondary pathway, vocational, technical or trade school, career or the military.</p>	<table border="1"> <thead> <tr> <th>Object Code</th> <th>Actions and Budget</th> <th>Expend</th> </tr> </thead> <tbody> <tr> <td>5800</td> <td>Contracted Services, Foster Youth</td> <td>147,650</td> </tr> <tr> <td></td> <td>Total</td> <td>147,650</td> </tr> </tbody> </table>	Object Code	Actions and Budget	Expend	5800	Contracted Services, Foster Youth	147,650		Total	147,650	<p>Scope of service: All. County-wide.</p> <p>__ALL</p> <p>OR: __Low Income pupils __English Learners <input checked="" type="checkbox"/> Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>
		Actions and Budget	Expenditure																
Contracted Services, Foster Youth	140,742																		
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Object Code	Actions and Budget	Expend																	
5800	Contracted Services, Foster Youth	147,650																	
	Total	147,650																	
<p>Scope of service: All. County-wide.</p> <p>__ALL</p> <p>OR: __Low Income pupils __English Learners <input checked="" type="checkbox"/> Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>Scope of service: All. County-wide.</p> <p>__ALL</p> <p>OR: __Low Income pupils __English Learners <input checked="" type="checkbox"/> Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>																		

Goal 6: LCAP Year: 2015-2016

Planned Actions/Services		Budgeted Expenditures		Actual Actions/Services			Estimated Actual Annual Expenditures																		
Continue the Educational Representative program to determine gaps in the provision of educational and support services and provide those services, either directly or through referral, to collaborative partners and agencies. Research: <i>The Invisible Achievement Gap: Education Outcomes of Students in Foster Care in California Public Schools.</i> WestEd, 2013.	<table border="1"> <thead> <tr> <th>Actions and Budget</th> <th>Expenditure</th> </tr> </thead> <tbody> <tr> <td>Materials, Foster Youth</td> <td>2,000</td> </tr> <tr> <td>Total</td> <td>2,000</td> </tr> </tbody> </table>	Actions and Budget	Expenditure	Materials, Foster Youth	2,000	Total	2,000	Rating: Improving. Based on other program options, the Educational Representative program was not needed.	<table border="1"> <thead> <tr> <th>Object Code</th> <th>Actions and Budget</th> <th>Expend</th> </tr> </thead> <tbody> <tr> <td>4300</td> <td>Materials, Foster Youth</td> <td>2,000</td> </tr> <tr> <td></td> <td>Total</td> <td>2,000</td> </tr> </tbody> </table>	Object Code	Actions and Budget	Expend	4300	Materials, Foster Youth	2,000		Total	2,000	Scope of service: All. County-wide.	Scope of service: All. County-wide.	_ALL	OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Scope of service: All. County-wide.	_ALL	OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____
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Continue expanding the Foster Focus database in order to assist alternative education staff and school districts with identification of foster youth and develop plan to transition from Foster Focus to the CALPADS data system and reports. Research: <i>The Invisible Achievement Gap: Education Outcomes of Students in Foster Care in California Public Schools.</i> WestEd, 2013.	<table border="1"> <thead> <tr> <th>Actions and Budget</th> <th>Expenditure</th> </tr> </thead> <tbody> <tr> <td>Contracted Services, Foster Youth</td> <td>11,000</td> </tr> <tr> <td>Total</td> <td>11,000</td> </tr> </tbody> </table>	Actions and Budget	Expenditure	Contracted Services, Foster Youth	11,000	Total	11,000	Rating: Improving. On October 15, 2015 a CALPADS/Foster Focus In-service was presented by RCOE-FYS to all 23 districts and representatives from LACOE, SBCOE and the CDE CALPADS Coordinator. The in-service helped district personnel build capacity and helped them to more easily identify their Foster Youth W/CALPADS.	<table border="1"> <thead> <tr> <th>Object Code</th> <th>Actions and Budget</th> <th>Expend</th> </tr> </thead> <tbody> <tr> <td>5800</td> <td>Contracted Services, Foster Youth</td> <td>11,000</td> </tr> <tr> <td></td> <td>Total</td> <td>11,000</td> </tr> </tbody> </table>	Object Code	Actions and Budget	Expend	5800	Contracted Services, Foster Youth	11,000		Total	11,000	Scope of service: All. County-wide.	Scope of service: All. County-wide.	_ALL	OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Scope of service: All. County-wide.	_ALL	OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____
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What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The two annual measureable outcomes met/exceeded the targets. County offices are required to address the coordination of Foster Youth Services in the LCAP. Two significant metrics to measure services with districts are student tutoring completion rates and WhyTry participation. <ul style="list-style-type: none"> • CALPADS will replace the Foster Focus database. Foster Focus will not be continued in 2016-2017. • The Educational Representative program is no longer needed and will not be continued. • Changes will be made as a result of AB 854. The District Service Waiver is new, which all districts must execute and provide to Riverside County Office of Education Foster Youth Services if their preference is for the RCOE FYSCP to provide services in the three areas of priority: tutoring, mentoring and counseling. Districts may request RCOE to provide any or all of the three services. 																								

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

- A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district’s goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	\$ <u>2,294,237</u>
<p>Using the required LCFF calculation, the increase in funding is \$2,294,237 for 2016-2017, which is based on 92.2% of unduplicated pupils (low income, English learners, and Foster Youth), and therefore all expenditures will be district-wide and school-wide, across our Alternative Education programs to benefit all students. Services from the LCFF Budget (identified in Section 2 of this document) are provided on a district-wide and school-wide basis to improve and increase services for students.</p> <p>In order to engage all students in rigorous and relevant learning activities, Alternative Education will begin the integration of project-based learning with the updated Alternative Education units of study and short cycle assessments in ELA/ELD and math (Priority 2). Funds will be dedicated to provide students with California Standards aligned instructional materials and technology resources for classroom instruction (Priority 1). Teachers will be provided with professional development each week during Wednesday PLCs on strategies for instructional differentiation in ELA/ELD and math, technology integration in the core content, the Next Generation Science Standards, IEP development, and multi-tiered systems for support for students (Priority 2, 4, and 8). In order to ensure that teachers are highly qualified, the Beginning Teacher Support and Assessment (BTSA through the Center for Teaching Innovation.), the Verification Process for Special Settings (VPSS), and coaching will be provided for teachers (Priority 1). Students with disabilities will be provided with continued monitoring and support from teachers on assignment and school psychologists.</p> <p>Preparing students for college and careers are priorities for Alternative Education. UC a-g approved courses and Career Technical Education (CTE) classes will continue to be offered in 2016-2017 (Priority 4 and 7). Alternative Education will implement systems to assess college/career/workforce readiness skills and prepare students for college. The system will include counseling support for Free Application for Federal Student Aid (FAFSA) and college/career skill assessment using Career Cruising. Schools will continue to provide high school equivalency testing (GED and HiSET) and experiential learning trips to colleges/universities and Vocademy. Alternative Education will implement Aeries to create student data dashboards to create real time awareness towards graduation (Priority 4).</p> <p>To promote parent involvement, services will be provided to increase home to school communication through technology-based systems and parent involvement activities. Family engagement will be enhanced through parent trainings, parent events, and development of Individual Learning Plans. Schools will implement an automatic telephone system to inform parents about school activities and student progress information. All schools will implement SSCs/ELACs to involve parents in decision making (Priority 3).</p> <p>Connecting students to school and providing an education in positive, safe, and healthy learning environments are critical for student success in Alternative Education. All schools will continue to implement positive learning environments through PBIS/Restorative Justice. In order to improve student attendance, school staff will implement monthly SARB meetings and attendance incentives and provide counseling sessions that provide students with skills on decision-making, social-emotional behavior, and bullying prevention. Alcohol/drug prevention counseling sessions will continue along with school-wide activities to improve the school climate. A student peer-mentoring program (Youth Advocates United to Succeed) will be implemented to support students with social-emotional learning and conflict resolution. Physical education classes and intramural athletic programs will be continued for students (Priority 5 and 6).</p>	

B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

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

3.06	%
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Using the required LCFF proportionality calculation, the minimum proportionality percentage is 3.06%. Services are specifically directed toward meeting RCOE’s goals for subgroups (Section 2 of this document for low income, English learners, and foster youth) and are increased and improved for unduplicated students as compared to the services provided to all pupils.

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

The Community Diversion Team (CDT) will continue at Arlington RLC, Don F. Kenny RLC, and Palm Springs Community School. The purpose of the CDT, or informal probation, is to provide youth (low income, EL students, and Foster Youth) with additional supports to improve student attendance, academic achievement, and behavior in school. Objectives include reducing truancy, delinquent incidents on school campuses, delinquent incidents in the community, the number of juveniles in custody, the number of juvenile court petitions and the level of juvenile substance abuse at school and in the community. The CDT includes Parent Project, a parenting class that teaches how to strategically deal with the difficult adolescent teen. A Coordinator of Student Transitions will be implemented to support students during their educational program placement process.

Services for English learners include implementation of the new ELD standards, designated and integrated ELD time and curriculum with support from an English language arts teacher on special assignment (TOSA). English learners will be provided with instruction in English language acquisition in designated ELD classes and integrated ELD and literacy skills in reading comprehension, academic writing, and speaking in all core content classes. Teachers will analyze data on EL students every month during collaboration time on Wednesdays in order to implement strategic groups using targeted instructional practices (e.g., close reading, structured academic discourse, response frames, scaffolding, Thinking Maps, Reciprocal Teaching) in ELA and math. The reclassification process will be continued.

Foster Youth will receive continued support through the College Connections and the Social Work Intern program. The College Connection project provides transitional support services to foster, neglected, and at risk youth who attend RCOE’s Community School sites and Court School sites. The RCC Student Resource Specialist works with students and identifies appropriate pathways for students to obtain their high school diploma or high school equivalency. The RCC Student Resource Specialist also provides appropriate post-secondary transition plans that include academic resources, linkage to Community Colleges, career mapping with identified Career and Technical training, and job placement. The RCC Student Resource Specialist provides periodic follow-up to ensure student success in obtaining program objectives. Social Work Interns provide individual counseling to Foster Youth based on academic, behavioral, and emotional needs.

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

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

- (a) “Chronic absenteeism rate” shall be calculated as follows:
 - (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (b) “Middle School dropout rate” shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.
- (c) “High school dropout rate” shall be calculated as follows:
 - (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (d) “High school graduation rate” shall be calculated as follows:
 - (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (e) “Suspension rate” shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (f) “Expulsion rate” shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).