

**RIVERSIDE UNIFIED SCHOOL DISTRICT
EDUCATIONAL SERVICES DIVISION**

Academic Oversight Board Subcommittee Meeting

February 28, 2018

2:30 p.m. – 4:30 p.m.

Conference Room 3

3380 14th St., Riverside, CA 92501

A G E N D A

As required by Government Code 54957.5, agenda materials can be reviewed by the public at the District's Administrative Offices, Reception Area, First Floor, 3380 Fourteenth Street, Riverside, California.

Call Meeting to Order

Public Input

The subcommittee will consider requests from the public to comment. Comments should be limited to three minutes or less. If you wish to address the subcommittee concerning an item already on the agenda, please indicate your desire to do so on a provided card. You will have an opportunity to speak prior to the subcommittee's deliberation on that item.

Pursuant to Section 54954.2 of the Government Code, no action or discussion shall be undertaken on any item not appearing on the posted agenda, except that members of the Subcommittee or staff may briefly respond to statements made or questioned posed by persons exercising their public testimony rights. Discussion of items brought forward that are not on the agenda shall be considered for future agendas by the Subcommittee Chair.

Action/Discussion Items

The following agenda items will be discussed and the subcommittee members may choose to introduce and pass a motion as desired.

1. Approval of Minutes

The subcommittee will be asked to approve the minutes of the January 31, 2018, meeting.

2. Professional Growth Systems

Staff will provide an update on the Professional Growth Systems (PGS), including information on services provided to date and review panel processes.

3. Student Ranking/Latin Honors (student group/CR/NC/VAPA Journalism)

Discuss the opportunity to eliminate Valedictorian and Salutatorian and removing class rank.

4. English Language Arts (ELA)

Staff will present information about English Language Arts achievement including recommendations and next steps.

5. College and Career Access Pathway (CCAP)

Staff will present on a Dual Partnership Agreement with RCC on College and Career Access Pathways. The CCAP Agreement will provide opportunities for students to complete up to 30 college credits by taking RCC courses at their home high school.

6. Career Technical Education (CTE)

Review current CTE pathways from within our district and our plans to include internships in collaboration with the Chamber of Commerce.

7. Encore High School of the Arts

Staff will provide a mid-year update on Encore High School of the Arts-Riverside on the charter guidelines, including but not limited to finances, academic achievement, enrollment, and challenges.

8. REACH Leadership Academy

Staff will provide a mid-year update on Reach Leadership Academy on the charter guidelines, including but not limited to finances, academic achievement, enrollment, and challenges.

9. Equity Task Force

The subcommittee will receive an update on the Equity Task Force's progress in developing a framework to transform RUSD into a leading educational organization that readily addresses the achievement and opportunity gaps for all students.

10. Head Start Governance Update

Staff will provide a Head Start Governance update.

11. Future Board Presentations

Board Members will provide staff with recommendations and expectations for future presentation content and outcomes.

12. Schedule of Meetings

The subcommittee's next meeting has been scheduled for March 21, 2018 from 2:30 p.m. – 4:30 p.m. in Conference Room 3, 3380 14th Street, Riverside, CA 92501.

Conclusion

Subcommittee Members Comments

Adjournment



Professional Growth Systems

Update to the Board of Education
Academic Oversight Committee

Participating Teachers (PT)

Induction Candidates	Interns	Experienced, New to RUSD
42	14	41

Total Number of PTs
97

Support Teachers (ST)

August 28 - January 17

Observations	415
Conferences	552
Site Visits	355
Other contact	2247

Review Panel

Mid-Year Review Panel

(December 5)

Makes recommendations for continued support/progress

End-of-Year Review Panel

(March 6 & 13)

Provides outcomes to Personnel

End-of-Year Review Panel

Total Number of Referred Teachers	Referred Induction Candidates	Referred Interns	Referred Experienced, New to RUSD
22	10	0	12

Number of Participating Teachers in PGS
97

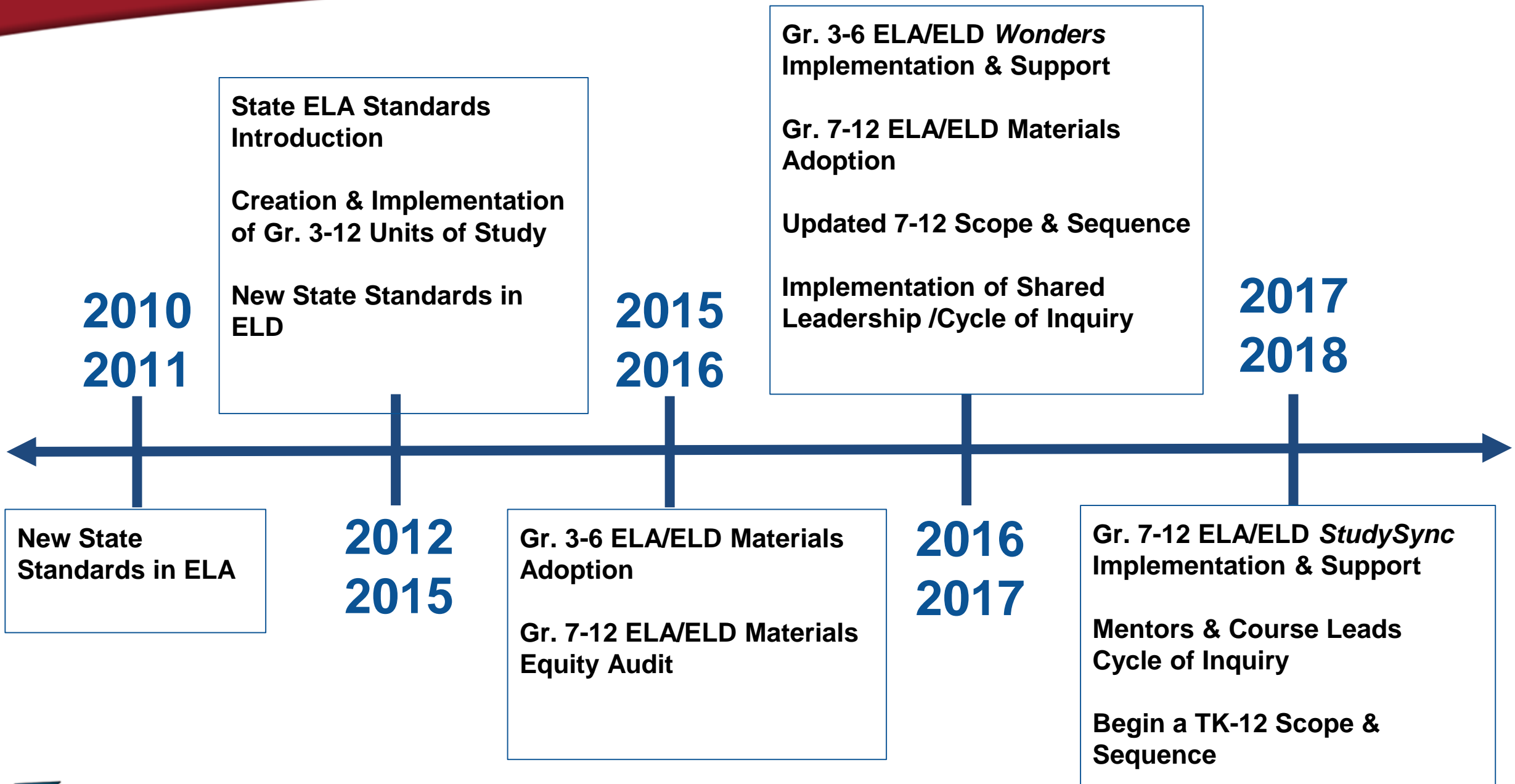
End-of-Year Review Panel Outcomes

- The PT is ...
 - meeting or making progress towards meeting CSTP*
 - not meeting CSTP*
- Recommend ... (for non-Induction PTs only)
 - exit from PGS
 - continued PGS support
 - non-reelection

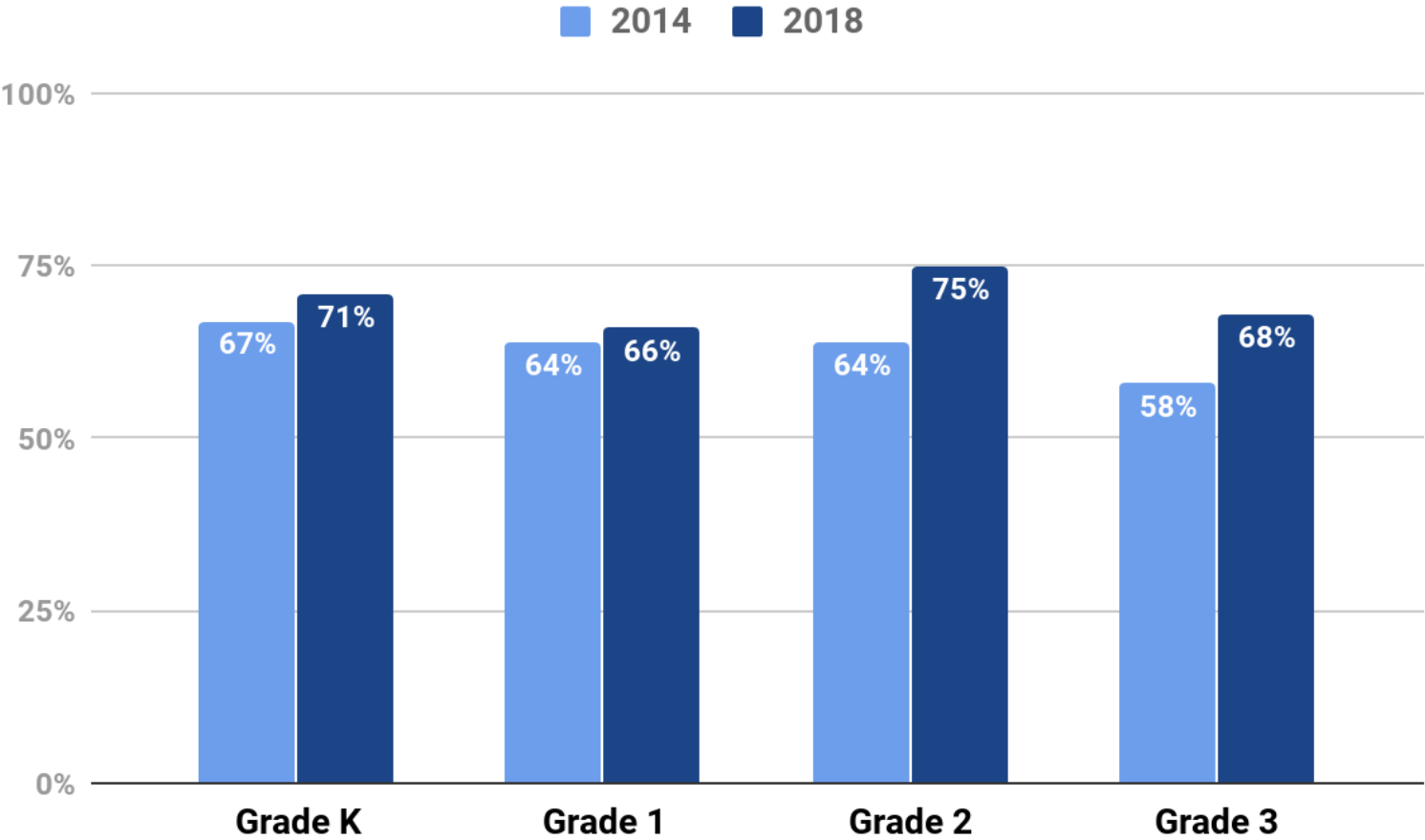
* California Standards for the Teaching Profession



ELA/ELD Achievement Update



EARLY LITERACY MIDDLE OF YEAR COMPARISON




**% OF
STUDENTS AT
OR ABOVE
BENCHMARK**

ELA: RUSD and Riverside County

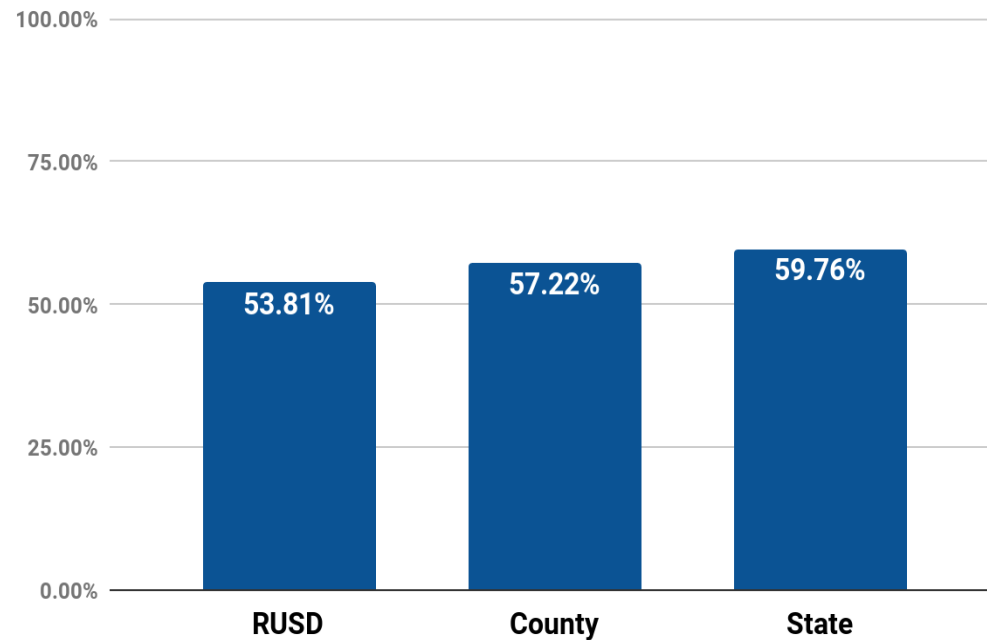
Change in Average Distance from Level 3

Average Distance from Level 3 (Status)

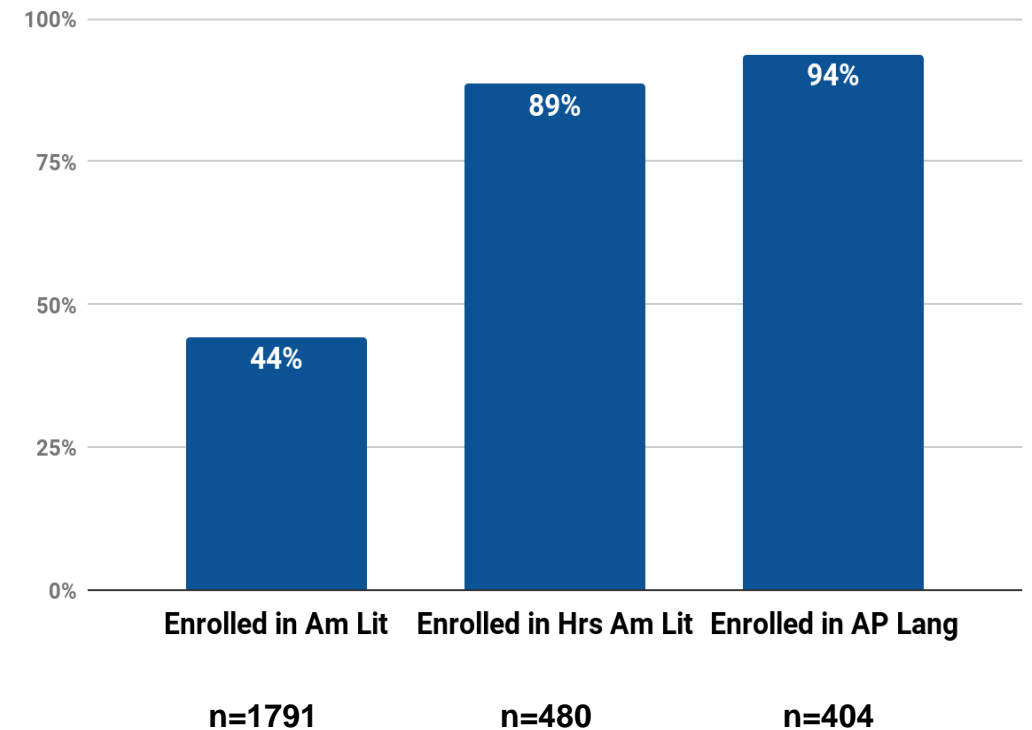
LEVEL	Declined Significantly by more than 15 points	Declined by 3 to 15 points	Maintained Declined by less than 3 points or Increased by less than 3 points	Increased by 3 to less than 15 points	Increased Significantly by 15 points or more
Very High 45 points or higher	Green (None)	Green (None)	Blue (None)	Blue (None)	Blue (None)
High 10 to 44.9 points	Green (None)	Green (None)	Green Coachella Valley Unified Temecula Valley Unified Murren Valley Unified	Green (None)	Blue (None)
Medium -5 to +9.9 points	Yellow (None)	Yellow (None)	Yellow (None)	Green 19-20 20-21	Green (None)
Low -5.1 to -70 points	Orange (None)	Orange Alvord Unified Beaumont Unified Desert Sands Unified Moreno Valley Unified Val Verde Unified	Orange RUSD 2016-17	Yellow 17-18 18-19	Yellow (None)
Very Low -70.1 points or lower	Red (None)	Red (None)	Red Coachella Valley Unified	Orange (None)	Orange (None)
<div>  <p>*District Listing Color: Orange Status: Low, Change: Maintained</p> </div> <div>Banning Unified, Hemet Unified, Lake Elsinore Unified, Jurupa Unified, Palm Springs Unified, San Jacinto Unified</div>					

11th GRADE CONDITIONALLY/READY EAP - ELA

Overall



By Course



WHAT'S WORKING in ELA/ELD?

Common Core Aligned Materials (3-12)

Cycle of Inquiry Professional Development

Course Leads/Mentors

Gateway - Early Literacy Intervention K-2

RUSD ELA/ELD Scope & Sequence (7-12)

Riverside City College Collaboration

WHAT ARE AREAS FOR IMPROVEMENT IN ELA/ELD?

Scope & Sequence TK-6

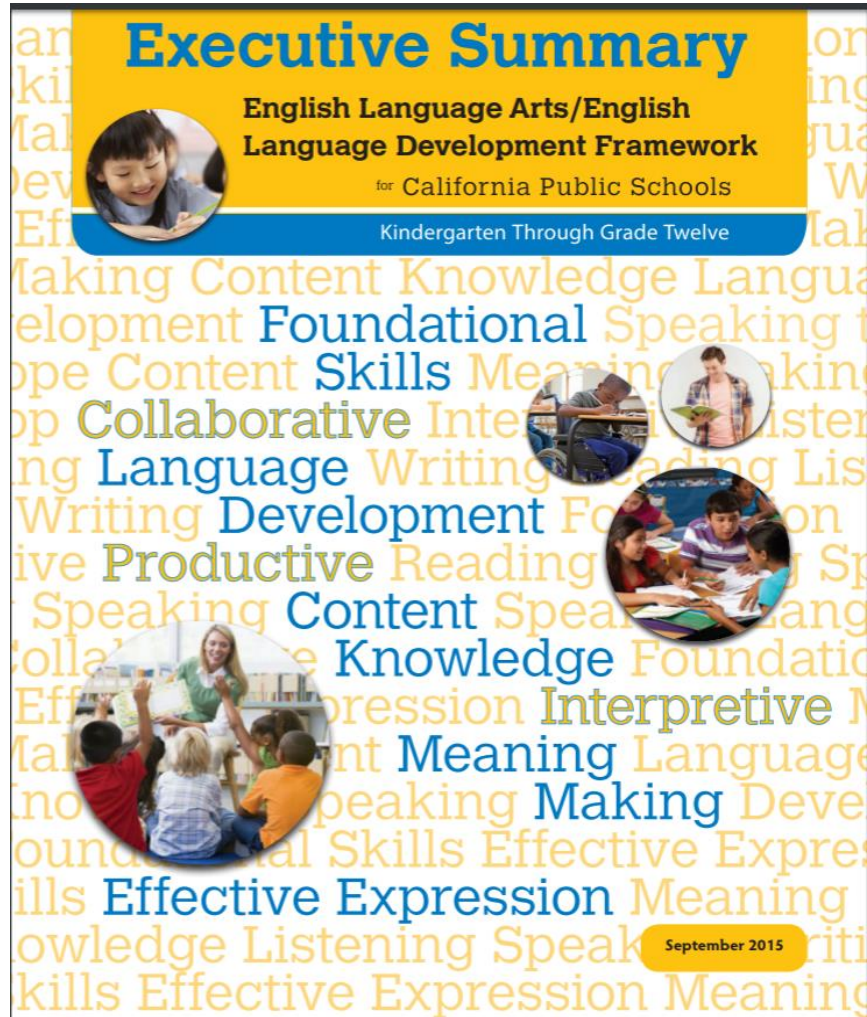
Use of Assessments

Integrated & Designated ELD Instruction

Intervention 3-12

Adopted Materials K-2 Aligned to '97 Standards

ELA/ELD PLAN



Content and Pedagogy

Assessments

Access and Equity

21st Learning and Technology

Professional Development

Curriculum and Materials

TO INCREASE ACHIEVEMENT IN ELA/ELD:

**1. Expand ELA/ELD Scope & Sequence
TK-12**

Content and Pedagogy

2. Effective Assessment Cycles

Use of Assessments

**3. Professional Development on
Core ELA/ELD Instruction**

**Professional
Development**

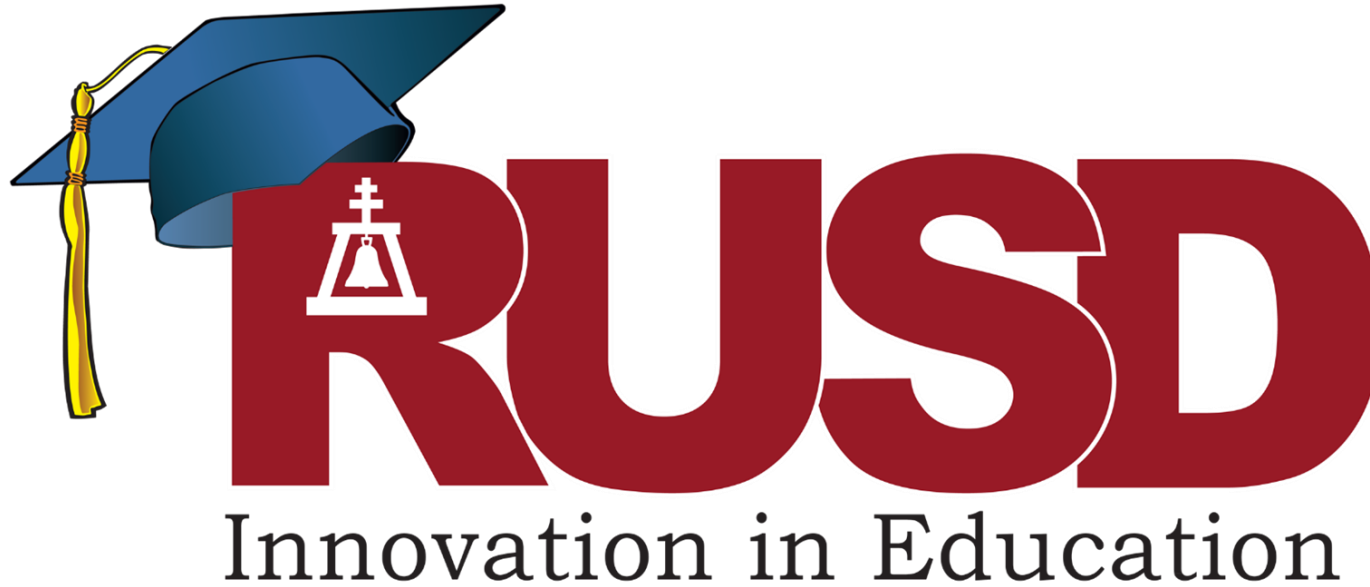
4. Use Data to Intervene within Core

Equity and Access

5. Update K-2 ELA/ELD Materials

**Curriculum and
Materials**

Questions



Dual Enrollment Partnership Agreement College and Career Access Pathways

History

- **2015-2016**
 - **Early College High School- Agreement signed**
- **2016-2017**
 - **Early College High School- Two Comprehensive HS**
- **2017-2018**
 - **Early College High School- Five Comprehensive HS**
 - **CCAP Discussion and sign agreement for 18-19**

College Credit Options

- **Concurrent Enrollment**
- **Articulated Courses**
- **Early College High School**
- **Dual Enrollment**

Dual Enrollment/CCAP

- High school and college credits at same time
- Smoother transition to college
- More time for career and/or college major exploration
- Address skill gaps and improve study skills/academic knowledge
- Increase confidence and motivation to persist
- Students learn the benefits of a college education

College and Career Access Pathways

CCAP Purpose

Expanding dual enrollment for students who may not already be college bound or who are underrepresented in higher education.

CCAP Goal

- Seamless Pathways from HS to Community College
 - Career Technical Education (CTE) or transfer preparation
 - Improve graduation rates
 - Achieve college and career readiness

Languages & Humanities OR Social & Behavioral Sciences Pathway

18-19		19-20		20-21	
Fall	Spring	Fall	Spring	Fall	Spring
THE-3 (3) <i>Introduction to the Theatre</i>	MUS-19 (3) <i>Music Appreciation</i>	THE-3 (3) <i>Introduction to the Theatre</i>	MUS-19 (3) <i>Music Appreciation</i>	THE-3 (3) <i>Introduction to the Theatre</i>	MUS-19 (3) <i>Music Appreciation</i>
	GUI-48 (3) <i>College Success Strategies</i>	BIO-36 (3) <i>Environmental Science</i>	GUI-48 (3) <i>College Success Strategies</i>	BIO-36 (3) <i>Environmental Science</i>	GUI-48 (3) <i>College Success Strategies</i>
			COM-9 (3) <i>Interpersonal Communication</i>	MAT-37 (6) <i>Algebra for Statistics</i>	COM-9 (3) <i>Interpersonal Communication</i>
			SPA-1 (5) <i>Spanish I</i>	SPA-2 (5) <i>Spanish II</i>	SPA-1 (5) <i>Spanish I</i>
					MAT-12 (4) <i>Statistics</i>

Business Administration Pathway

18-19		19-20		20-21	
Fall	Spring	Fall	Spring	Fall	Spring
GUI-48 (3) <i>College Success Strategies</i>	BUS-10 (3) <i>Introduction to Business</i>	GUI-48 (3) <i>College Success Strategies</i>	BUS-10 (3) <i>Introduction to Business</i>	GUI-48 (3) <i>College Success Strategies</i>	BUS-10 (3) <i>Introduction to Business</i>
		BUS-18A (3) <i>Business Law I</i>	BUS-20 (3) <i>Business Mathematics</i>	BUS-18A (3) <i>Business Law I</i>	BUS-20 (3) <i>Business Mathematics</i>
			BUS-22 (3) <i>Management Communications</i>	GUI-45 (3) <i>Introduction to College</i>	BUS-22 (3) <i>Management Communications</i>
				ENG-50 (4) <i>Basic English Composition</i>	POL-1 (3) <i>American Politics</i>
					ENG-1A (4) <i>English Composition</i>

Budget

- **Cost**
 - **Student Services Fees (\$40 each)**
 - **Books**
- **Year 1** **\$22,400 x 5 = \$112,000**
- **Year 2** **\$44,800 x 5 = \$224,000**
- **Year 3** **\$50,400 x 5 = \$252,000**

Questions

**College and Career Access Pathways
A Dual Enrollment Partnership Agreement
2018-2021**

This College and Career Access Pathways Partnership Agreement (CCAP Agreement) is between Riverside Community College District on behalf of Riverside City College (“COLLEGE”), 3801 Market Avenue, Riverside, CA 92501, and Riverside Unified School District (“SCHOOL DISTRICT”), 3380 14th Street, Riverside, CA 92501.

WHEREAS, the mission of the COLLEGE includes providing educational programs and services that are responsive to the needs of the students and communities within the Riverside College Community College District; and

WHEREAS, students who complete college credit while enrolled in high school are more likely to earn high school diplomas, to enroll in community colleges and four-year colleges, to attend post-secondary education on a full-time basis, and to complete degrees in those institutions than students without these experiences; and

WHEREAS, SCHOOL DISTRICT is a public-school district serving grades 9-12 located in West Riverside County and within the regional service area of the COLLEGE unless otherwise specified and agreed to as specified in Sec. 2 (e); and

WHEREAS, the COLLEGE and SCHOOL DISTRICT desire to enter into this CCAP Agreement for the purpose of offering or expanding dual enrollment opportunities, consistent with the provisions of AB 288, for high school students “who may not already be college bound or who are underrepresented in higher education with the goal of developing seamless pathways from high school to community college for career technical education or preparation for transfer, improving high school graduation rates, and helping high school pupils to achieve college and career readiness” Sec. 2 (a) and “underachieving students, those from groups underrepresented in postsecondary education, those who are seeking advanced studies while in high school, and those seeking a career technical education credential or certificate.” Sec. 1 (d)

WHEREAS, instruction will comply with the student selection standards, curriculum guidelines, recommendations and procedures promulgated by applicable law, the California Community College Chancellor’s Office and COLLEGE;

NOW THEREFORE, the COLLEGE and SCHOOL DISTRICT agree as follows:

1. TERM OF AGREEMENT

- 1.1. The term of this CCAP Agreement shall be for four (4) years beginning on July 1, 2018 and ending on December 31, 2021, and will be subject to renewal, unless otherwise terminated in accordance with Section 19 of this Agreement
- 1.2. This CCAP Agreement outlines the terms of the Agreement. The CCAP Agreement Appendix shall specify additional detail regarding, but not be limited to, the total number of high school students to be served and the total number of full-time equivalent students projected to be claimed by the community college district for those students; the scope,

nature, time, location, and listing of community college courses to be offered; and criteria to assess the ability of pupils to benefit from those courses. The CCAP Agreement Appendix shall also establish protocols for information sharing in compliance with all applicable state and federal privacy laws, joint facilities use, and parental consent for high school pupils to enroll in community college courses. Sec. 2 (c)(1)

- 1.3. The CCAP Agreement Appendix shall identify a point of contact for the participating community college district and school district partner. Sec. 2 (c)(2)
- 1.4. A copy of the COLLEGE AND SCHOOL DISTRICT CCAP Agreement shall be filed with the office of the Chancellor of the California Community Colleges before the start of the CCAP partnership. Sec. 2 (c)(3)

2. DEFINITIONS

- 2.1. CCAP Agreement Courses - Courses offered as part of this CCAP Agreement shall be community college courses acceptable towards a career technical education credential or certificate, or preparation for transfer, or appropriate to improve high school graduation rates or help high school pupils achieve college and career readiness. All community college courses offered at the SCHOOLDISTRICT have been approved in accordance with the policies and guidelines of the COLLEGE and applicable law. Sec. 2 (a)
- 2.2. Consistent with AB 288, this CCAP Agreement may include “underachieving students, those from groups underrepresented in postsecondary education, those who are seeking advanced studies while in high school, and those seeking a career technical education credential or certificate.” Sec. 1 (d)
- 2.3. Pupil or Student - A resident or nonresident student attending high school in California. Pursuant to SB 150 Concurrent enrollment in secondary school and community college: nonresident tuition exemption: Effective January 1, 2014, concurrently enrolled students (high school students enrolled in college classes) who are classified as nonresident students for tuition purposes may be eligible for the SB 150 waiver of nonresident tuition while still in high school. Students must be special admit part-time students who are attending high school in California.

3. STUDENT ELIGIBILITY, SELECTION AND ENROLLMENT, ADMISSION, REGISTRATION, MINIMUM SCHOOL DAY

- 3.1. Student Eligibility - Students who “may not already be college bound or who are underrepresented in higher education, with the goal of developing seamless pathways from high school to community college for career technical education or preparation for transfer, improving high school graduation rates, and assisting high school pupils to achieve college and career readiness” Sec. 2 (a) and “underachieving students, those from groups underrepresented in postsecondary education, those who are seeking advanced studies while in high school, and those seeking a career technical education credential or certificate.” Sec. 1 (d)
- 3.2. Student Selection and Enrollment - Enrollment shall be open to all eligible students as part of the CCAP Agreement who have been admitted to the COLLEGE and who meet all applicable prerequisites. Student selection criteria may be further specified in the CCAP

Agreement Appendix. Applicable prerequisite courses, training, or experience and standards required as preparation for courses offered through the CCAP Agreement will be determined by COLLEGE and shall be in compliance with applicable law and the COLLEGE standards and policies.

- 3.3. College Admission and Registration - Procedures for students participating in the CCAP Agreement shall be governed by the COLLEGE and shall be in compliance with the admissions and registration guidelines set forth in applicable law and the COLLEGE policy.
- 3.4. Student Records – It is the responsibility of the student to follow the COLLEGE process when requesting an official COLLEGE transcript for grade submission to the SCHOOL DISTRICT unless otherwise specified in the Appendix.
- 3.5. Priority Enrollment - A COLLEGE participating in this CCAP Agreement may assign priority course registration to a pupil seeking to enroll in a community college course that is required for the pupil's CCAP partnership program that is equivalent to the priority assigned to a pupil attending middle college high school as described in Section 11300 and consistent with middle college high school provisions in Section 76001. Sec. 2 (3)(g)
- 3.6. As part of a CCAP Agreement, a participating community college district shall not provide physical education course opportunities to high school students or any other course opportunities that do not assist in the attainment of the goals associated with career technical education or preparation for transfer, improving high school graduation rates, or helping high school students achieve career and college readiness. Sec. 2 (d)
- 3.7. Students participating in a CCAP Agreement may enroll in up to a maximum of 15 units per term per conditions specified in AB 288, Sec. 2 (p)(1)(2)(3). Specifically, the units must constitute no more than four community college courses per term and be part of an academic program that is part of the Agreement designed to award students with both a high school diploma and an associate degree or certificate or a credential.
- 3.8. Minimum School Day - The SCHOOL DISTRICT shall certify that it shall teach SCHOOL DISTRICT students participating as part of a CCAP Agreement no less than the number of instructional minutes required to complete a minimum school day pursuant to Education Code §§ 46141 and 46142.

4. COLLEGE APPLICATION PROCEDURE

- 4.1. The COLLEGE will be responsible for processing student applications.
- 4.2. The COLLEGE will provide the necessary admission and registration forms and procedures and both COLLEGE and SCHOOL DISTRICT will jointly ensure that each applicant accepted has met all the enrollment requirements, including liability and medical care coverage requirements, if any.
- 4.3. The SCHOOL DISTRICT agrees to assist COLLEGE in the admission and registration of SCHOOL DISTRICT students as may be necessary and requested by COLLEGE.
- 4.4. The SCHOOL DISTRICT and COLLEGE understand and agree that successful COLLEGE admission and registration requires that each participating student has completed the COLLEGE enrollment application process.

- 4.5. Participating students enrolled in a course offered through a CCAP Agreement shall not be assessed any fee that is prohibited by California Education Code Sections 49011, 76060.5, 76140, 76223, 76300, 76350, and 79121. Sec. 2 (f)(q)

5. PARTICIPATING STUDENTS

- 5.1. A high school student enrolled in a course offered through a CCAP Agreement shall not be assessed any fee that is prohibited by Education Code Section 49011. See also Sec. 2 (f)(q). The governing board of a community college district participating in a CCAP partnership agreement established pursuant to this article shall exempt special part-time students described in subdivision (p) from the fee requirements in Sections 76060.5, 76140, 76223, 76300, 76350, and 79121.
- 5.2. The total cost of books and instructional materials for SCHOOL DISTRICT students who enroll in a COLLEGE course offered as part of this CCAP Agreement will be specified in the Appendix to this Agreement. Costs will be borne by SCHOOL DISTRICT. Books and instructional materials purchased by the SCHOOL DISTRICT will remain the property of and housed at the SCHOOL DISTRICT. The COLLEGE will ensure, whenever possible, textbooks to remain the same throughout the term of the CCAP agreement. Both SCHOOL DISTRICT and COLLEGE will pursue methods of keeping textbook costs down and will seek additional funding sources including grants to cover textbook costs.
- 5.3. Participating students must meet all prerequisite requirements of the COLLEGE as established by the COLLEGE and stated in the college catalog before enrolling in a course offered as part of this CCAP Agreement.
- 5.4. Grades earned by students enrolled in courses offered as part of this CCAP Agreement will be posted on the official COLLEGE transcript. Students may submit a request for Pass/No Pass if the course is designated as such in the COLLEGE catalog.
- 5.5. Students enrolled in courses offered as part of this CCAP Agreement will be directed to the official catalog of the COLLEGE for information regarding applicable policies and procedures.
- 5.6. Students enrolled in COLLEGE courses offered as part of this CCAP Agreement will be eligible for student support services, which shall be available to them at the COLLEGE or through the SCHOOL DISTRICT. COLLEGE shall ensure that student support services, including counseling and guidance, assistance with assessment and placement, and tutoring are available to participating students at the COLLEGE. SCHOOL DISTRICT shall ensure that support services, including counseling and guidance, and assistance with assessment and placement are available to students at the SCHOOL DISTRICT.
- 5.7. Students requiring reasonable accommodations for COLLEGE courses offered at the SCHOOL DISTRICT as part of this CCAP Agreement will receive services through the SCHOOL DISTRICT. Students requiring reasonable accommodations for COLLEGE courses offered at the COLLEGE will receive services through the COLLEGE.
- 5.8. Students who withdraw from courses offered as part of this CCAP Agreement will not receive COLLEGE credit. Students must comply with, and submit appropriate information/paperwork, by all published deadlines. Transcripts will be annotated according to COLLEGE policy.

- 5.9. A course dropped within the COLLEGE drop “without a W” deadline will not appear on the SCHOOL DISTRICT or the COLLEGE transcript.

6. CCAP AGREEMENT COURSES

- 6.1. The COLLEGE may limit enrollment in a community college course solely to eligible high school students if the course is offered at a high school campus during the regular school day and the community college course is offered pursuant to a CCAP Agreement. Sec. 2 (o)(1)
- 6.2. Courses offered as part of this CCAP Agreement at the COLLEGE may not limit enrollment in the course. Sec. 2 (o)(1)
- 6.3. The COLLEGE is responsible for all courses and educational programs offered as part of CCAP Agreement regardless of whether the course and educational program is offered on site at the SCHOOL DISTRICT or at the COLLEGE.
- 6.4. The scope, nature, time, location, and listing of courses shall be offered and determined by the COLLEGE with the approval of the Governing Board and will be recorded in the Appendix to this Agreement. Sec. 2 (c)(1)
- 6.5. Courses offered as part of a CCAP Agreement either at the COLLEGE or SCHOOL DISTRICT shall be jointly reviewed and approved.
- 6.6. Courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT shall be of the same quality and rigor as those offered on COLLEGE campus and shall be in compliance with the COLLEGE academic standards.
- 6.7. Courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT shall be listed in the COLLEGE catalog with the same department designations, course descriptions, numbers, titles, and credits.
- 6.8. Courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT shall adhere to the official course outline of record and the student learning outcomes established by the associated COLLEGE academic department.
- 6.9. Courses offered as part of this CCAP Agreement will comply with all applicable regulations, policies, procedures, prerequisites and standards applicable to COLLEGE as well as any corresponding policies, practices, and requirements of the SCHOOL DISTRICT. In the event of a conflict between the COLLEGE course related regulations, policies, procedures, prerequisites and standards and SCHOOL DISTRICT policies, practices and requirements, the COLLEGE regulations, policies, procedures, prerequisites, and standards, shall prevail.
- 6.10. Site visits and instructor evaluations by one or more representatives of the COLLEGE shall be permitted by the SCHOOL DISTRICT to ensure that courses offered as part of this CCAP Agreement in the SCHOOL DISTRICT are the same as the courses offered on the COLLEGE campus and in compliance with the COLLEGE academic standards.
- 6.11. A student's withdrawal prior to completion of a course offered as part of this CCAP Agreement shall be in accordance with COLLEGE guidelines, policies, pertinent statutes and regulations.

- 6.12. Supervision and evaluation of students enrolled in courses offered as part of this CCAP Agreement shall be in accordance with the COLLEGE guidelines, policies, pertinent statutes, and regulations.
- 6.13. COLLEGE has the sole right to control and direct the instructional activities of all instructors.
- 6.14. This CCAP Agreement certifies that any remedial course taught by community college faculty at a partnering high school campus shall be offered only to high school students who do not meet their grade level standard in math, English, or both on an interim assessment in grade 10 or 11, as determined by the partnering SCHOOL DISTRICT, and shall involve collaborative effort between the SCHOOL DISTRICT and the COLLEGE faculty to deliver an innovative remediation course as an intervention in the student's junior or senior year to ensure the student is prepared for college-level work upon graduation. Sec. 2 (n)

7. INSTRUCTOR(S)

- 7.1. All instructors teaching COLLEGE courses offered as part of this CCAP Agreement must meet the minimum qualifications for instruction in a California community college as set forth in Title 5 California Code of Regulations, Sections 53410 and 58060 or as amended and be hired by the COLLEGE.
- 7.2. The CCAP Agreement Appendix shall specify which participating SCHOOL DISTRICT or COLLEGE will be the employer of record for purposes of assignment monitoring and reporting to the county office of education. Sec. 2 (m)(1)
- 7.3. This CCAP Agreement specifies the SCHOOL DISTRICT will assume reporting responsibilities pursuant to applicable federal teacher quality mandates. Sec. 2 (m)(2)
- 7.4. Instructors who teach COLLEGE courses offered as part of this CCAP Agreement must provide the supervision and control reasonably necessary for the protection of the health and safety of students and may not have any other assigned duty during the instructional activity.
- 7.5. Instructors who teach COLLEGE courses shall comply with the fingerprinting requirements set forth in Ed Code § 45125 or as amended and the tuberculosis testing and risk assessment requirements of California Health and Safety Code § 121525 or as amended. In addition to any other prohibition or provision, no person who has been convicted of a violent or serious felony shall be eligible to teach any courses offered as part of this CCAP Agreement or otherwise provide services on a SCHOOL DISTRICT site.
- 7.6. Prior to teaching, faculty shall receive discipline-specific training and orientation from COLLEGE regarding, but not limited to, course curriculum, assessment criteria, pedagogy, course philosophy, testing and grading procedures record keeping, and other instructional responsibilities. Said training may be approved and provided by the COLLEGE.
- 7.7. Faculty will participate in professional development activities sponsored by the COLLEGE as required by the terms and condition of the contract and shall be encouraged to participate in ongoing collegial interaction to include, but not limited to course content, course delivery, assessment, evaluation, and/or research and development in the field.

- 7.8. Faculty performance shall be evaluated by the COLLEGE using the adopted evaluation process and standards for faculty of the COLLEGE, subject to the approval of the COLLEGE.
- 7.9. SCHOOL DISTRICT personnel selected to be instructors will be subject to the authority of the COLLEGE specifically with regard to their duties as instructors.
- 7.10. The COLLEGE and SCHOOL DISTRICT jointly determine the subject areas of instruction. The COLLEGE shall determine the number of instructors and the ratio of instructors to students.

8. ASSESSMENT OF LEARNING AND CONDUCT

- 8.1. Students enrolled in COLLEGE courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT shall be held to the same standards of achievement as students in courses taught on the COLLEGE campus.
- 8.2. Students enrolled in COLLEGE courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT shall be held to the same grading standards as those expected of students in courses taught on the COLLEGE campus.
- 8.3. Students enrolled in COLLEGE courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT shall be assessed using the same methods (e.g., papers, portfolios, quizzes, labs, etc.) as students in courses taught on the COLLEGE campus.
- 8.4. Students enrolled in COLLEGE courses offered as part of this CCAP Agreement at the SCHOOL DISTRICT shall be held to the same behavioral standards as those expected of students in courses taught both at the SCHOOL DISTRICT and on the COLLEGE campus. Both parties will work together in resolving behavioral issues.

9. LIAISON AND COORDINATION OF RESPONSIBILITIES

- 9.1. The COLLEGE shall appoint an educational administrator, to be specified in the Appendix to this CCAP Agreement, who will serve as point of contact to facilitate coordination and cooperation between COLLEGE and SCHOOL DISTRICT in conformity with the COLLEGE policies and standards. Sec. 2 (c)(2)
- 9.2. The SCHOOL DISTRICT shall appoint an educational administrator, to be specified in the Appendix to this CCAP Agreement, who will serve as point of contact to facilitate coordination and cooperation between SCHOOL DISTRICT and COLLEGE in conformity with SCHOOL DISTRICT policies and standards. Sec. 2 (c)(2)
- 9.3. The COLLEGE will provide SCHOOL DISTRICT personnel with reasonable assistance, direction and instruction in how to fulfill their responsibilities under this CCAP Agreement, including conducting appropriate student assessments, outreach/recruitment activities and compliance with the COLLEGE policy and COLLEGE procedures and academic standards.
- 9.4. The SCHOOL DISTRICT shall provide personnel to perform clerical services and services associated with student outreach and recruitment activities, student assessment and college applications, the enrollment of eligible students and other related services as deemed necessary.

- 9.5. The SCHOOL DISTRICT's personnel will perform services specified in 9.4 as part of their regular assignment. SCHOOL DISTRICT personnel performing these services will be employees of SCHOOL DISTRICT, subject to the authority of SCHOOL DISTRICT, but will also be subject to the direction of COLLEGE, specifically with regard to their duties pertaining to the COLLEGE courses.
- 9.6. This CCAP Agreement requires an annual report as specified in the Appendix, to the office of the Chancellor of the California Community Colleges by each participating COLLEGE and SCHOOL DISTRICT on all the following information: Sec. 2 (t)(1) (A-D)
- The total number of high school students by school site enrolled in each partnership, aggregated by gender and ethnicity, and reported in compliance with all applicable state and federal privacy laws. Sec. 2 (t)(1)(A)
 - The total number of community college courses by course category and type and by school site enrolled in by CCAP partnership participants. Sec. 2 (t)(1)(B)
 - The total number and percentage of successful course completions, by course category and type and by school site, of CCAP partnership participants. Sec. 2 (t)(C)
 - The total number of full-time equivalent students generated by CCAP partnership community college district participants. Sec. 2 (t)(1)(D)

10. APPORTIONMENT

- 10.1. The COLLEGE shall include the students enrolled in a CCAP Agreement course in its report of full-time equivalent students (FTES) for purposes of receiving state apportionments when the course(s) complies with current requirements for dual enrollment under applicable California law.
- 10.2. For purposes of allowances and apportionments from Section B of the State School Fund, a community college district conducting a closed course on a high school campus shall be credited with those units of full-time equivalent students attributable to the attendance of eligible high school pupils. Sec. 2 (o)(2)
- 10.3. The COLLEGE shall not receive a state allowance or apportionment for an instructional activity for which the partnering district has been, or shall be, paid an allowance or apportionment. Sec. 2 (r)
- 10.4. The attendance of a high school pupil at a community college as a special part-time or full-time student pursuant to this section is authorized attendance for which the community college shall be credited or reimbursed pursuant to Section 48802 or 76002, provided that no school district has received reimbursement for the same instructional activity. Sec. 2 (s)

11. CERTIFICATIONS

- 11.1. The SCHOOL DISTRICT certifies that the direct education costs of the courses offered as part of this CCAP Agreement are not being fully funded through other sources.
- 11.2. The COLLEGE certifies that it has not received full compensation for the direct education costs for the conduct of the courses offered as part of this CCAP Agreement from other sources.

- 11.3. The SCHOOL DISTRICT agrees and acknowledges that the COLLEGE will claim apportionment for the SCHOOL DISTRICT students enrolled in community college course(s) under this CCAP Agreement.
- 11.4. This CCAP Agreement certifies that any COLLEGE instructor teaching a course on a SCHOOL DISTRICT campus has not been convicted of any sex offense as defined in Ed Code § 87010 or as amended, or any controlled substance offense as defined in Ed Code § 87011 or as amended. Sec. 2 (h)
- 11.5. This CCAP Agreement certifies that any community college instructor teaching a course at the partnering high school campus has not displaced or resulted in the termination of an existing high school teacher teaching the same course on that high school campus. Sec. 2 (i)
- 11.6. This CCAP Agreement certifies that a qualified high school teacher teaching a course offered for college credit at a high school campus has not displaced or resulted in the termination of an existing community college faculty member teaching the same course at the partnering community college campus. Sec. 2 (j)
- 11.7. The COLLEGE certifies that:
 - A community college course offered for college credit at the participating SCHOOL DISTRICT does not reduce access to the same course offered at the partnering COLLEGE. Sec. 2 (k)(1)
 - A community college course that is oversubscribed or has a waiting list shall not be offered or included in this Agreement, whenever possible. Sec. 2 (k)(2)
 - The Agreement is consistent with the core mission of the COLLEGE pursuant to Section 66010.4, and that students participating in this Agreement will not lead displacement of otherwise eligible adults at the COLLEGE. Sec. 2 (k)(3)
- 11.8. This Agreement certifies that the SCHOOL DISTRICT and COLLEGE comply with local collective bargaining agreements and all state and federal reporting requirements regarding the qualifications of the teacher or faculty member teaching a CCAP Agreement course offered for high school credit. Sec. 2 (l)

12. PROGRAM IMPROVEMENT

- 12.1. The COLLEGE and the SCHOOL DISTRICT may annually conduct surveys of participating SCHOOL DISTRICT pupils, instructors, principals, and guidance counselors for the purpose of informing practice, making adjustments, and improving the quality of courses offered as part of this CCAP Agreement.

13. RECORDS

- 13.1. Permanent records of student enrollment, attendance, grades and achievement for students under this CCAP agreement shall be maintained by COLLEGE.
- 13.2. Each party shall maintain records pertaining to this CCAP Agreement as may be required by federal and state law. Each party may review and obtain a copy of the other party's pertinent records subject to federal and state privacy statutes.

14. REIMBURSEMENT

- 14.1. The financial arrangements implied herein may be adjusted annually by a duly adopted written Appendix to this CCAP Agreement.

15. FACILITIES

- 15.1. The SCHOOL DISTRICT will provide adequate classroom space at its facilities, or other mutually agreed upon location, to conduct the instruction and do so without charge to the COLLEGE or students. SCHOOL DISTRICT agrees to clean, maintain, and safeguard SCHOOL DISTRICT's premises. SCHOOL DISTRICT warrants that its facilities are safe and compliant with all applicable building, fire, and safety codes.
- 15.2. The SCHOOL DISTRICT will furnish, at its own expense, all course materials, specialized equipment, books and other necessary equipment for all SCHOOL DISTRICT students. The parties understand that such equipment and materials are SCHOOL DISTRICT's sole property. The instructor shall determine the type, make, and model of all equipment, books and materials to be used during each course offered as part of this CCAP Agreement. SCHOOL DISTRICT understands that no equipment or materials fee may be charged to students except as may be provided for by Education Code 49011.
- 15.3. The COLLEGE facilities may be used subject to mutually agreement by the parties as expressed in the Appendix to this Agreement.

16. INDEMNIFICATION

- 16.1. The SCHOOL DISTRICT agrees to and shall indemnify, save and hold harmless the COLLEGE and its governing board, officers, employees, administrators, independent contractors, subcontractors, agents and other representatives from any and all claims, demands, liabilities, costs, expenses, damages, causes of action, losses, and judgments, arising out of SCHOOL DISTRICT's performance of this Agreement. The obligation to indemnify shall extend to all claims and losses that arise from the negligence of the SCHOOL DISTRICT, its officers, employees, independent contractors, subcontractors, agents and other representatives.
- 16.2. The COLLEGE agrees to and shall indemnify, save and hold harmless the SCHOOL DISTRICT and its governing board, officers, employees, administrators, independent contractors, subcontractors, agents and other representatives from any and all claims, demands, liabilities, costs, expenses, damages, causes of action, losses, and judgments, arising out of COLLEGE'S performance of this Agreement. The obligation to indemnify shall extend to all claims and losses that arise from the negligence of the COLLEGE its officers, employees, independent contractors, subcontractors, agents and other representatives.

17. INSURANCE

- 17.1. The SCHOOL DISTRICT, in order to protect the COLLEGE, its agents, employees and officers against claims and liability for death, injury, loss and damage arising out of or in any manner connected with the performance and operation of the terms of this agreement,

shall secure and maintain in force during the entire term of this agreement, insurance coverage or an approved program of self-insurance in the amount of not less than ONE MILLION DOLLARS (\$1,000,000) per incident, and property damage insurance of not less than ONE HUNDRED THOUSAND DOLLARS (\$100,000) per accident with an admitted California insurer duly licensed to engage in the business of insurance in the State of California, or public entity risk management Joint Powers Authority, authorized to provide public liability and property damage insurance in the state of California. Said policy of insurance, insurance coverage through a public entity risk management JPA or program of self-insurance shall expressly name the COLLEGE, its agents, employees and officers as an additional insured for the purposes of this Agreement. A certificate of insurance including such endorsement shall be furnished to the COLLEGE.

- 17.2. For the purpose of Workers' Compensation, the COLLEGE shall be the "primary employer" for all its personnel who perform services as instructors. The COLLEGE shall be solely responsible for processing, investigating, defending, and paying all workers' compensation claims by COLLEGE personnel made in connection with performing services and receiving instruction under this Agreement. COLLEGE agrees to hold harmless, indemnify, and defend SCHOOL DISTRICT, its directors, officers, agents, and employees from any liability resulting from its failure to process, investigate, defend, or pay any workers' compensation claims by COLLEGE personnel connected with providing services under this Agreement.

18. NON-DISCRIMINATION

- 18.1. Neither the SCHOOL DISTRICT nor the COLLEGE shall discriminate on the basis of race or ethnicity, gender, nationality, physical or mental disability, sexual orientation, religion, or any other protected class under California State or federal law.

19. TERMINATION

- 19.1. Either party may terminate this Agreement by giving written notice specifying the effective date and scope of such termination. The termination notice must be presented by January 15 for the following fall semester and by September 1 for the following spring semester. Written notice of termination of this Agreement shall be addressed to the responsible person listed in Section 20 below.

20. NOTICES

- 20.1. Any and all notices required to be given hereunder shall be deemed given when personally delivered or deposited in the U.S. Mail, postage to be prepaid, to the following addresses:

COLLEGE

Riverside Community College District
3801 Market Street
Riverside, CA 92501
Attn: Wolde-Ab Isaac, Ph.D., Chancellor

SCHOOL DISTRICT

Riverside Unified School District
3380 14th Street
Riverside, CA 92501
Attn: David Hansen, Ed.D., Superintendent

21. INTEGRATION

- 21.1. This CCAP Agreement sets forth the entire agreement between the Parties relating to the subject matter of this CCAP Agreement, and supersedes all prior agreements or representations, either express or implied, written or oral, with regard to this subject matter only.

22. MODIFICATION AND AMENDMENT

- 22.1. No modifications or amendments of any of the terms or provisions of this CCAP Agreement shall be binding unless made in writing and signed by the Parties.

23. GOVERNING LAWS

- 23.1. This agreement shall be interpreted according to the laws of the State of California.

24. COMMUNITY COLLEGE DISTRICT BOUNDARIES

- 24.1. For locations outside the geographical boundaries of, COLLEGE will comply with the requirements of Title 5 of the California Code of Regulations, Sections 53000 et seq. or as amended, concerning approval by adjoining high school or community college districts and use of non-district facilities.


25. SEVERABILITY

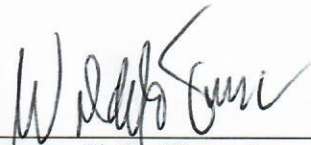
- 25.1. This CCAP Agreement shall be considered severable, such that if any provision or part of the CCAP Agreement is ever held invalid under any law or ruling, that provision or part of the CCAP Agreement shall remain in force and effect to the extent allowed by law, and all other provisions or parts shall remain in full force and effect.

26. COUNTERPARTS

- 26.1. This CCAP Agreement may be executed by the parties in separate counterparts, each of which when so executed and delivered shall be an original, but all such counterparts shall together constitute one and the same instrument.

Executed on 1/26/18 2018

By: 
David Hansen, Ed.D., Superintendent
Riverside Unified School District

By: 
Wolde-Ab Isaac, Ph.D., Chancellor
Riverside Community College District

APPENDIX
COLLEGE AND CAREER ACCESS PATHWAYS (CCAP)
A DUAL ENROLLMENT PARTNERSHIP AGREEMENT

WHEREAS, the College and Career Access Pathways Partnership Agreement (CCAP Agreement) is between Riverside Community College District (“COLLEGE”), 3801 Market Street, Riverside, CA 92501, and Corona-Norco Unified School District (SCHOOL DISTRICT.”), 2820 Clark Ave., Norco, CA 92860.

WHEREAS, the COLLEGE and the SCHOOL DISTRICT agree to record COLLEGE and SCHOOL DISTRICT specific components of the CCAP Agreement using the Appendix for purposes of addressing mandated reporting requirements to include, but not limited to, the total number of high school students to be served and the total number of full-time equivalent students projected to be claimed by the community college district for those students; the scope, nature, time, location, and listing of community college courses to be offered; and criteria to assess the ability of pupils to benefit from those courses; and Sec. 2 (c)(1)

WHEREAS, the CCAP Agreement Appendix shall also be used to record protocols for information sharing in compliance with all applicable state and federal privacy laws, joint facilities use, and parental consent for high school pupils to enroll in community college courses; and Sec. 2 (c)(1)

WHEREAS, participation in the CCAP Agreement is consistent with the core mission of the community colleges pursuant to Section 66010.4, and that pupils participating in a CCAP Agreement will not lead to enrollment displacement of otherwise eligible adults in the community college; Sec. 2 (k)(3)

NOW THEREFORE, the COLLEGE and SCHOOL DISTRICT agree as follows:

1. CCAP AGREEMENT

- a. COLLEGE and SCHOOL DISTRICT shall ensure that two public (informational and adoption) meetings are held in the review and approval of this CCAP Agreement. Sec. 2 (b)
- b. COLLEGE shall file this CCAP Agreement with the office of the Chancellor of the California community colleges prior to the start of the partnership. Sec. 2 (c)(2)
- c. COLLEGE and SCHOOL DISTRICT shall review and establish new or amended CCAP Agreements annually on or before July 1st and follow the protocols set forth in (a) and (b) of this section.
- d. COLLEGE and SCHOOL DISTRICT point of contact: Sec. 2 (c)(2)

Location	Name	Telephone	e-mail
College	Carol Farrar Ph.D., Vice President of Academic Affairs	951-222-8053	carol.farrar@rcc.edu
School District	Jamie Angulo, Ph.D. Director of Secondary Education	951-788-7135 x80301	jangulo@rusd.k12.ca.us

2. STUDENT SELECTION

- a. Minimum School Day - The SCHOOL DISTRICT shall certify that it shall teach SCHOOL DISTRICT students participating as part of a CCAP Agreement no less than the number of instructional minutes required to complete a minimum school day pursuant to Education Code §§ 46141 and 46142. In all circumstances the COLLEGE shall claim allowable FTES for the enrollment of high school students in a CCAP Agreement community college course.
- b. SCHOOL DISTRICT shall select students consistent with the intent of AB 288 to include: high school students “who may not already be college bound or who are underrepresented in higher education with the goal of developing seamless pathways from high school to community college for career technical education or preparation for transfer improving high school graduation rates, and assisting high school pupils to achieve college and career readiness” Sec. 2 (a) an “underachieving students, those from groups underrepresented in postsecondary education, those who are seeking advanced studies while in high school, and those seeking a career technical education credential or certificate.” Sec. 1 (d)
- c. COLLEGE and SCHOOL DISTRICT shall certify that participating students will have a signed parental consent form on file with the COLLEGE. Preamble and Sec. 2 (c) (1)
- d. COLLEGE and SCHOOL DISTRICT shall certify that participating students may enroll in up to a maximum of 15-unit load per term, the units may not constitute more than four courses per term, the units are part of an academic (educational) program identified as part of this CCAP Agreement and the units are part of an academic (educational) program designed to award students both a high school diploma and an associate degree or a certificate or credential. Sec. 2 (p) (1-3)

3. CCAP AGREEMENT EDUCATIONAL PROGRAM(S) AND COURSE(S)

- a. COLLEGE is responsible for all educational program(s) and course(s) offered as part of this CCAP Agreement whether the educational program(s) and course(s) are offered at the SCHOOL DISTRICT or the COLLEGE.

4. CCAP AGREEMENT PROGRAM YEAR: FALL 2018 THROUGH Fall 2021

COLLEGE has identified the following pathways, course offerings per program year, estimated students served, and projected FTES. The employer of record for all courses under this CCAP Agreement is the COLLEGE and the location of the courses is the SCHOOL DISTRICT. The grid below is intended to project the courses offered and is subject to change based on the needs of the student cohorts within the pathway.

BEGINNING PROGRAM YEAR: Fall 2018

COLLEGE: Riverside City College

EDUCATIONAL PROGRAM: College and Career Readiness and CTE Pathway

SCHOOL DISTRICT: Riverside Unified School District

HIGH SCHOOL: Arlington High School

Required: Describe the criteria used to assess the ability of pupils to benefit from the course(s) offered (*Sec. 2 (c)(1)*): Students are being prepared to be college ready or are participating in a CTE Pathway.

Languages & Humanities OR Social & Behavioral Sciences Pathway						
Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021
THE-3 <i>Introduction to the Theatre</i>	MUS-19 <i>Music Appreciation</i>	THE-3 <i>Introduction to the Theatre</i>	MUS-19 <i>Music Appreciation</i>	THE-3 <i>Introduction to the Theatre</i>	MUS-19 <i>Music Appreciation</i>	THE-3 <i>Introduction to the Theatre</i>
	GUI-48 <i>College Success Strategies</i>	BIO-36 <i>Environmental Science</i>	GUI-48 <i>College Success Strategies</i>	BIO-36 <i>Environmental Science</i>	GUI-48 <i>College Success Strategies</i>	BIO-36 <i>Environmental Science</i>
			COM-9 <i>Interpersonal Communication</i>	MAT-37 <i>Algebra for Statistics</i>	COM-9 <i>Interpersonal Communication</i>	MAT-37 <i>Algebra for Statistics</i>
			SPA-1 <i>Spanish I</i>	SPA-2 <i>Spanish II</i>	SPA-1 <i>Spanish I</i>	SPA-2 <i>Spanish II</i>
					MAT-12 <i>Statistics</i>	
Business Administration Pathway						
GUI-48 <i>College Success Strategies</i>	BUS-10 <i>Introduction to Business</i>	GUI-48 <i>College Success Strategies</i>	BUS-10 <i>Introduction to Business</i>	GUI-48 <i>College Success Strategies</i>	BUS-10 <i>Introduction to Business</i>	GUI-48 <i>College Success Strategies</i>
		BUS-18A <i>Business Law I</i>	BUS-20 <i>Business Mathematics</i>	BUS-18A <i>Business Law I</i>	BUS-20 <i>Business Mathematics</i>	BUS-18A <i>Business Law I</i>
			BUS-22 <i>Management Communications</i>	GUI-45 <i>Introduction to College</i>	BUS-22 <i>Management Communications</i>	GUI-45 <i>Introduction to College</i>
				ENG-50 <i>Basic English Composition</i>	POL-1 <i>American Politics</i>	ENG-50 <i>Basic English Composition</i>
					ENG-1A <i>English Composition</i>	

Students Details:			
	2018/2019	2019/2020	2020/2021
Students Served	70	140	210
FTES	12	24	40

Note: All referenced Sections from AB 288 (Education Code §76004)

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BEGINNING PROGRAM YEAR: Fall 2018

COLLEGE: Riverside City College

EDUCATIONAL PROGRAM: College and Career Readiness and CTE Pathway

SCHOOL DISTRICT: Riverside Unified School District

HIGH SCHOOL: John W. North High School

Required: Describe the criteria used to assess the ability of pupils to benefit from the course(s) offered (*Sec. 2 (c)(1)*): Students are being prepared to be college ready or are participating in a CTE Pathway.

Languages & Humanities OR Social & Behavioral Sciences Pathway						
Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021
THE-3 <i>Introduction to the Theatre</i>	MUS-19 <i>Music Appreciation</i>	THE-3 <i>Introduction to the Theatre</i>	MUS-19 <i>Music Appreciation</i>	THE-3 <i>Introduction to the Theatre</i>	MUS-19 <i>Music Appreciation</i>	THE-3 <i>Introduction to the Theatre</i>
	GUI-48 <i>College Success Strategies</i>	BIO-36 <i>Environmental Science</i>	GUI-48 <i>College Success Strategies</i>	BIO-36 <i>Environmental Science</i>	GUI-48 <i>College Success Strategies</i>	BIO-36 <i>Environmental Science</i>
			COM-9 <i>Interpersonal Communication</i>	MAT-37 <i>Algebra for Statistics</i>	COM-9 <i>Interpersonal Communication</i>	MAT-37 <i>Algebra for Statistics</i>
			SPA-1 <i>Spanish I</i>	SPA-2 <i>Spanish II</i>	SPA-1 <i>Spanish I</i>	SPA-2 <i>Spanish II</i>
					MAT-12 <i>Statistics</i>	
Pathway to Law/ Paralegal Studies						
GUI-48 <i>College Success Strategies</i>	PAL-10 <i>Introduction to Paralegal</i>	GUI-48 <i>College Success Strategies</i>	PAL-10 <i>Introduction to Paralegal</i>	GUI-48 <i>College Success Strategies</i>	PAL-10 <i>Introduction to Paralegal</i>	GUI-48 <i>College Success Strategies</i>
		BUS-18A <i>Business Law I</i>	BUS-18B <i>Business Law II</i>	BUS-18A <i>Business Law I</i>	BUS-18B <i>Business Law II</i>	BUS-18A <i>Business Law I</i>
			PAL-14 <i>Legal Ethics</i>	GUI-45 <i>Introduction to College</i>	PAL-14 <i>Legal Ethics</i>	GUI-45 <i>Introduction to College</i>
				ENG-50 <i>Basic English Composition</i>	POL-1 <i>American Politics</i>	ENG-50 <i>Basic English Composition</i>
					ENG-1A <i>English Composition</i>	

Students Details:			
	2018/2019	2019/2020	2020/2021
Students Served	70	140	210
FTES	12	24	40

Note: All referenced Sections from AB 288 (Education Code §76004)

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BEGINNING PROGRAM YEAR: Fall 2018

COLLEGE: Riverside City College

EDUCATIONAL PROGRAM: College and Career Readiness and CTE Pathway

SCHOOL DISTRICT: Riverside Unified School District

HIGH SCHOOL: Martin Luther King High School

Required: Describe the criteria used to assess the ability of pupils to benefit from the course(s) offered (*Sec. 2 (c)(I)*): Students are being prepared to be college ready or are participating in a CTE Pathway.

Languages & Humanities or Social & Behavioral Sciences Pathway						
Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021
THE-3 <i>Introduction to the Theatre</i>	MUS-19 <i>Music Appreciation</i>	THE-3 <i>Introduction to the Theatre</i>	MUS-19 <i>Music Appreciation</i>	THE-3 <i>Introduction to the Theatre</i>	MUS-19 <i>Music Appreciation</i>	THE-3 <i>Introduction to the Theatre</i>
	GUI-48 <i>College Success Strategies</i>	BIO-36 <i>Environmental Science</i>	GUI-48 <i>College Success Strategies</i>	BIO-36 <i>Environmental Science</i>	GUI-48 <i>College Success Strategies</i>	BIO-36 <i>Environmental Science</i>
			COM-9 <i>Interpersonal Communication</i>	MAT-37 <i>Algebra for Statistics</i>	COM-9 <i>Interpersonal Communication</i>	MAT-37 <i>Algebra for Statistics</i>
			SPA-1 <i>Spanish I</i>	SPA-2 <i>Spanish II</i>	SPA-1 <i>Spanish I</i>	SPA-2 <i>Spanish II</i>
					MAT-12 <i>Statistics</i>	
Business Administration Pathway						
GUI-48 <i>College Success Strategies</i>	BUS-10 <i>Introduction to Business</i>	GUI-48 <i>College Success Strategies</i>	BUS-10 <i>Introduction to Business</i>	GUI-48 <i>College Success Strategies</i>	BUS-10 <i>Introduction to Business</i>	GUI-48 <i>College Success Strategies</i>
		BUS-18A <i>Business Law I</i>	BUS-20 <i>Business Mathematics</i>	BUS-18A <i>Business Law I</i>	BUS-20 <i>Business Mathematics</i>	BUS-18A <i>Business Law I</i>
			BUS-22 <i>Management Communications</i>	GUI-45 <i>Introduction to College</i>	BUS-22 <i>Management Communications</i>	GUI-45 <i>Introduction to College</i>
				ENG-50 <i>Basic English Composition</i>	POL-1 <i>American Politics</i>	ENG-50 <i>Basic English Composition</i>
					ENG-1A <i>English Composition</i>	

Students Details:			
	2018/2019	2019/2020	2020/2021
Students Served	70	140	210
FTES	12	24	40

Note: All referenced Sections from AB 288 (Education Code §76004)

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BEGINNING PROGRAM YEAR: Fall 2018 COLLEGE: Riverside City College
 EDUCATIONAL PROGRAM: College and Career Readiness and CTE Pathway
 SCHOOL DISTRICT: Riverside Unified School District
 HIGH SCHOOL: Ramona High School

Required: Describe the criteria used to assess the ability of pupils to benefit from the course(s) offered (Sec. 2 (c)(1): Students are being prepared to be college ready or are participating in a CTE Pathway.

Languages & Humanities or Social & Behavioral Sciences Pathway						
Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021
THE-3 <i>Introduction to the Theatre</i>	MUS-19 <i>Music Appreciation</i>	THE-3 <i>Introduction to the Theatre</i>	MUS-19 <i>Music Appreciation</i>	THE-3 <i>Introduction to the Theatre</i>	MUS-19 <i>Music Appreciation</i>	THE-3 <i>Introduction to the Theatre</i>
	GUI-48 <i>College Success Strategies</i>	BIO-36 <i>Environmental Science</i>	GUI-48 <i>College Success Strategies</i>	BIO-36 <i>Environmental Science</i>	GUI-48 <i>College Success Strategies</i>	BIO-36 <i>Environmental Science</i>
			COM-9 <i>Interpersonal Communication</i>	MAT-37 <i>Algebra for Statistics</i>	COM-9 <i>Interpersonal Communication</i>	MAT-37 <i>Algebra for Statistics</i>
			SPA-1 <i>Spanish I</i>	SPA-2 <i>Spanish II</i>	SPA-1 <i>Spanish I</i>	SPA-2 <i>Spanish II</i>
					MAT-12 <i>Statistics</i>	
Business Administration Pathway						
GUI-48 <i>College Success Strategies</i>	BUS-10 <i>Introduction to Business</i>	GUI-48 <i>College Success Strategies</i>	BUS-10 <i>Introduction to Business</i>	GUI-48 <i>College Success Strategies</i>	BUS-10 <i>Introduction to Business</i>	GUI-48 <i>College Success Strategies</i>
		BUS-18A <i>Business Law I</i>	BUS-20 <i>Business Mathematics</i>	BUS-18A <i>Business Law I</i>	BUS-20 <i>Business Mathematics</i>	BUS-18A <i>Business Law I</i>
			BUS-22 <i>Management Communications</i>	GUI-45 <i>Introduction to College</i>	BUS-22 <i>Management Communications</i>	GUI-45 <i>Introduction to College</i>
				ENG-50 <i>Basic English Composition</i>	POL-1 <i>American Politics</i>	ENG-50 <i>Basic English Composition</i>
					ENG-1A <i>English Composition</i>	

Students Details:			
	2018/2019	2019/2020	2020/2021
Students Served	70	140	210
FTES	12	24	40

Note: All referenced Sections from AB 288 (Education Code §76004)

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BEGINNING PROGRAM YEAR: Fall 2018

COLLEGE: Riverside City College

EDUCATIONAL PROGRAM: College and Career Readiness and CTE Pathway

SCHOOL DISTRICT: Riverside Unified School District

HIGH SCHOOL: Riverside Polytechnic High School

Required: Describe the criteria used to assess the ability of pupils to benefit from the course(s) offered (*Sec. 2 (c)(1)*): Students are being prepared to be college ready or are participating in a CTE Pathway.

Languages & Humanities OR Social & Behavioral Sciences Pathway						
Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021
THE-3 <i>Introduction to the Theatre</i>	MUS-19 <i>Music Appreciation</i>	THE-3 <i>Introduction to the Theatre</i>	MUS-19 <i>Music Appreciation</i>	THE-3 <i>Introduction to the Theatre</i>	MUS-19 <i>Music Appreciation</i>	THE-3 <i>Introduction to the Theatre</i>
	GUI-48 <i>College Success Strategies</i>	BIO-36 <i>Environmental Science</i>	GUI-48 <i>College Success Strategies</i>	BIO-36 <i>Environmental Science</i>	GUI-48 <i>College Success Strategies</i>	BIO-36 <i>Environmental Science</i>
			COM-9 <i>Interpersonal Communication</i>	MAT-37 <i>Algebra for Statistics</i>	COM-9 <i>Interpersonal Communication</i>	MAT-37 <i>Algebra for Statistics</i>
			SPA-1 <i>Spanish I</i>	SPA-2 <i>Spanish II</i>	SPA-1 <i>Spanish I</i>	SPA-2 <i>Spanish II</i>
					MAT-12 <i>Statistics</i>	
Pathway to Law/ Paralegal Studies						
GUI-48 <i>College Success Strategies</i>	PAL-10 <i>Introduction to Paralegal</i>	GUI-48 <i>College Success Strategies</i>	PAL-10 <i>Introduction to Paralegal</i>	GUI-48 <i>College Success Strategies</i>	PAL-10 <i>Introduction to Paralegal</i>	GUI-48 <i>College Success Strategies</i>
		BUS-18A <i>Business Law I</i>	BUS-18B <i>Business Law II</i>	BUS-18A <i>Business Law I</i>	BUS-18B <i>Business Law II</i>	BUS-18A <i>Business Law I</i>
			PAL-14 <i>Legal Ethics</i>	GUI-45 <i>Introduction to College</i>	PAL-14 <i>Legal Ethics</i>	GUI-45 <i>Introduction to College</i>
				ENG-50 <i>Basic English Composition</i>	POL-1 <i>American Politics</i>	ENG-50 <i>Basic English Composition</i>
					ENG-1A <i>English Composition</i>	

Students Details:			
	2018/2019	2019/2020	2020/2021
Students Served	70	140	210
FTES	12	24	40

Note: All referenced Sections from AB 288 (Education Code §76004)

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5. BOOKS

- a. The total cost of books for students participating as part of this CCAP agreement will be borne by the SCHOOL DISTRICT. The COLLEGE will ensure, whenever possible, textbooks will remain the same throughout the term of the CCAP agreement
- b. The COLLEGE will inform the SCHOOL DISTRICT via an annual Addendum to the AGREEMENT regarding the new BOOK information as new course are added to the offerings for 2019-2020 and 2020-2021 and beyond. The Addendum will be available in December of the preceding academic year.

2018-2019

Arlington High School

THE-3 (Introduction to the Theater)	The Theater Experience, Edwin Wilson	978-1-308-48658-1	\$87
GUI-48 (College Success Strategies)	Becoming a Master Students, Ellis	978-1-33709710-9	\$116
MUS-19 (Music Appreciation)	Enjoyment of Music, Short. (LL) With Access, Forney	978-0-39390605-9	\$88
BUS-10 (Introduction to Business)	Understanding Business With Connect Code, Nickels	978-1-25971563-1	\$106

John W. North High School

THE-3 (Introduction to the Theater)	The Theater Experience, Edwin Wilson	978-1-308-48658-1	\$87
GUI-48 (College Success Strategies)	Becoming a Master Students, Ellis	978-1-33709710-9	\$116
MUS-19 (Music Appreciation)	Enjoyment of Music, Short. (LL) With Access, Forney	978-0-39390605-9	\$88
PAL-10 (Introduction to Paralegal Studies)	Paralegal Today: Legal Tem at Work, Miller	978-1-13359107-8	\$235

Martin Luther King High School

THE-3 (Introduction to the Theater)	The Theater Experience, Edwin Wilson	978-1-308-48658-1	\$87
GUI-48 (College Success Strategies)	Becoming a Master Students, Ellis	978-1-33709710-9	\$116
MUS-19 (Music Appreciation)	Enjoyment of Music, Short. (LL) With Access, Forney	978-0-39390605-9	\$88
BUS-10 (Introduction to Business)	Understanding Business With Connect Code, Nickels	978-1-25971563-1	\$106

Ramona High School

THE-3 (Introduction to the Theater)	The Theater Experience, Edwin Wilson	978-1-308-48658-1	\$87
GUI-48 (College Success Strategies)	Becoming a Master Students, Ellis	978-1-33709710-9	\$116
MUS-19 (Music Appreciation)	Enjoyment of Music, Short. (LL) With Access, Forney	978-0-39390605-9	\$88
BUS-10 (Introduction to Business)	Understanding Business With Connect Code, Nickels	978-1-25971563-1	\$106

Riverside Polytechnic High School

THE-3 (Introduction to the Theater)	The Theater Experience, Edwin Wilson	978-1-308-48658-1	\$87
GUI-48 (College Success Strategies)	Becoming a Master Students, Ellis	978-1-33709710-9	\$116
MUS-19 (Music Appreciation)	Enjoyment of Music, Short. (LL) With Access, Forney	978-0-39390605-9	\$88
PAL-10 (Introduction to Paralegal Studies)	Paralegal Today: Legal Tem at Work, Miller	978-1-13359107-8	\$235

6. COLLEGE. MANDATED ANNUAL STATE REPORTING

- a. COLLEGE and SCHOOL DISTRICT shall ensure accurate and timely reporting of the total number of full-time equivalent students generated by CCAP partnership community college district participants.
- b. COLLEGE and SCHOOL DISTRICT shall report the annual total number of unduplicated high school student headcount by school site enrolled in each CCAP Agreement are aggregated by gender and ethnicity and shall be reported annually in compliance with all applicable state and federal privacy laws. The COLLEGE shall annually report the student data to the office of the Chancellor of the California Community Colleges. Sec. 2 (t) (1) (A)
- c. COLLEGE and SCHOOL DISTRICT shall report the annual total number of community college courses by category and type and by school site enrolled in by this CCAP Agreement. Sec. 2 (t) (1) (B)
- d. COLLEGE and SCHOOL DISTRICT shall report the annual total number of the unduplicated high school student headcount and the percentage of successful course completions, by course category and type and by school site. Sec. 2 (t) (1) (C)
- e. COLLEGE and SCHOOL DISTRICT shall report the annual total number of full- time equivalent students generated by this CCAP Agreement. Sec. 2 (t) (1) (D)
- f. COLLEGE and SCHOOL DISTRICT shall ensure that the point of contact for each site establish protocols for the collection and dissemination of participating student data each semester within 30 days of the end of the term.

7. CCAP AGREEMENT DATA MATCH AND REPORTING

- a. COLLEGE and SCHOOL DISTRICT shall ensure operational protocols consistent with the collection of participating student data and the timely submission of the data.
- b. COLLEGE shall report all program and participating student data to the office of the Chancellor of the California Community Colleges.

8. PRIVACY OF STUDENT RECORDS

- a. COLLEGE and SCHOOL DISTRICT understand and agree that education records of students enrolled in the CCAP course and personally identifiable information contained in those educational records are subject to the Family Educational Rights and Privacy Act (FERPA) 20 U.S.C. § 1232g; 34 C.F.R. Part 99, including the disclosure provisions of § 99.30 and state law as set forth in Education Code §§ 49064 and 49076). COLLEGE and SCHOOL DISTRICT agree to hold all student education records generated pursuant to this CCAP Agreement in strict confidence, and further agrees not to re-disclose such records except as authorized by applicable law or regulation or by the parent or guardian's prior written consent. (34 C.F.R. § 99.33 (a), (b); 34 C.F.R. § 99.34(b) and Education Code §§ 49064 and 49076.)
- b. Limitation on Use. COLLEGE and SCHOOL DISTRICT shall use each student education record that he or she may receive pursuant to this CCAP Agreement solely for a purpose(s) consistent with his or her authority to access that information pursuant to Federal and State law, as may be as applicable. (34 C.F.R. § 99.31, 34 C.F.R. § 99.34, and Education Code § 49076.)
- c. Recordkeeping Requirements. COLLEGE and SCHOOL DISTRICT shall comply with the requirements governing maintenance of records of each request for access to and each disclosure of, student education records set forth under Title 34, Code of Federal Regulations § 99.32 and under Education Code § 49064 as applicable.
- d. Acknowledgement of Receipt of Notice of FERPA Regulations. By signature of its authorized representative or agent on this Agreement, COLLEGE and SCHOOL DISTRICT hereby acknowledges that it has been provided with the notice required under 34 C.F.R. § 99.33(d) that it is strictly prohibited from re-disclosing student education records to any other person or entity except as authorized by applicable law or regulation or by the parent or guardian's prior written consent.

9. FACILITIES USE

- a. COLLEGE and SCHOOL DISTRICT shall adhere to the terms outlined in Section 15, Facilities, of this CCAP Agreement.



Career Technical Education (CTE) Update

Career Technical Education



- Pathway Brochure/Marketing
- Program Effectiveness - Data
- Chamber Partnership
- Vocational Training Programs
- Summer Intensives
- Long-range Plan

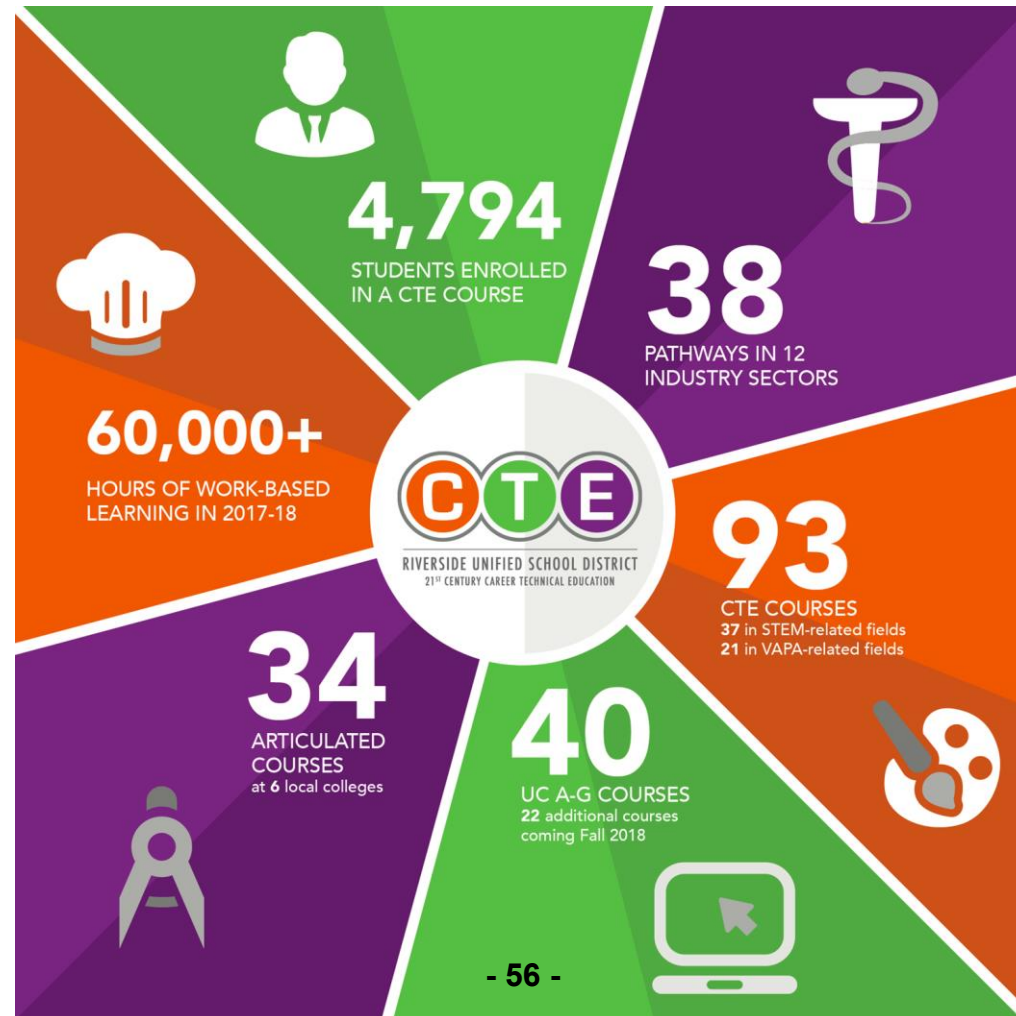
Pathway Booklet/Marketing



- Exploring CTE in RUSD Booklet
 - 38 pathways in 12 industry sectors
 - Adding a new Industry Sector in 2018-19
 - Ramona adding *Building and Construction Trades* (Construction Technology Pathway), replacing Retail Sales
- CTE Events
 - **CTE Industry Partner Showcase** - May 30, 2018 - Central Middle School
 - **CTE Career Fair** - host a Career Fair in conjunction with the *Pathways to Higher Education Conference* and the *Family Resource Fair* in October 2018



RIVERSIDE UNIFIED SCHOOL DISTRICT
21ST CENTURY CAREER TECHNICAL EDUCATION



Chamber Partnership



- Partner with the Chamber to host a portal to connect students to Business/Industry partners for Internships
 - RUSD included in the grant proposal
 - Two options for hosting the portal, *LaunchPath* and/or *Virtual Job Shadow*
 - Follow up meeting with the Chamber, March 7
- Long-term goal to expand internships so that each pathways' capstone has an internship component

Vocational Programs/Other Programs



- To provide job skills opportunities for students who are not enrolled in a CTE program, we have two Vocational Training Programs – which connect students directly to the world of work
 - *Clean and Green Vocational Training Program*
 - *GRID Alternatives Solar Futures Program*
 - New connection - *Job Corps* through Riverside County Workforce Development
- Agriculture program in conjunction with the City of Riverside
- Apprenticeship Program with Norco College (new program)

Summer Intensives



- The goal of these programs is to provide high school credit and where available, college credit as well:
 - STEM LEAPS Program - partnering with Science Department
 - UCR Summer Film Intensive - partnering with VAPA
 - Computer Science Camp - partnering with ILE

Long-range Plan



2018-19

Establish Committee for creating a comprehensive CTE Plan

Continue to add articulation agreements and UC a-g courses for each pathway

Update 4 Academies, realign two pathways, add 3rd pathway at Lincoln

Implement City partnership for Agriscience

CTE Facilities Grant Application – Culinary @ Poly/Ramona; Auto @ Lincoln; Construction @ Ramona

2019-20

Complete CTE Plan, begin implementation

Expand capstone course options - Internship course/Dual Enrollment

Develop Middle School introductory CTE pathway course/Elementary exploration

Create Articulation agreements with UCR/CBU for CTE courses

2020-21

Continue implementing CTE Plan

Add new Trade pathway/Aviation Science pathway

Establish Foundation to help support CTE sustainability (REEF model)

Ongoing

Partner Development

Adult/Family Resource program connections

Continue expanding Vocational Training programs for non-CTE students

Expand Summer Intensives

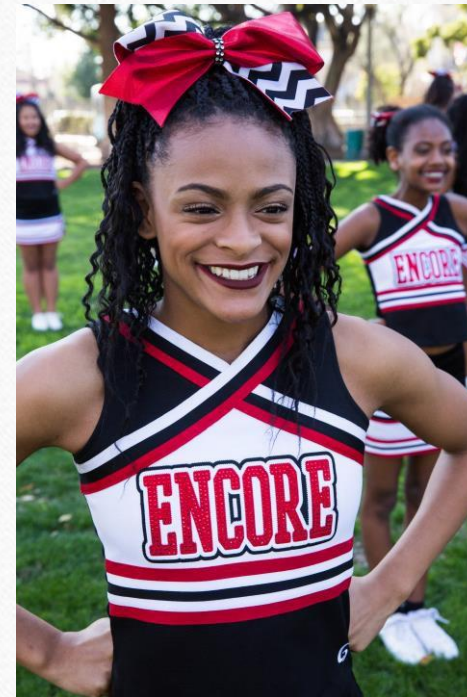
Encore High School for the Arts - Riverside

RUSD Spring Update 2017

2017/2018 School Year Summary

Today's overview will cover:

- Enrollment numbers
- CAASPP test results and SMART Goals based on test results
- Fiscal status
- School year challenges
- New programs and initiatives
- Student Learning Outcomes



2017 / 2018 Student Enrollment

Encore Education Corporation, February 2018

2017 /2018 Enrollment Numbers

- On August 17, 2017
 - 7th – 142
 - 8th – 178
 - 9th – 127
 - 10th – 109
 - 11th – 87
 - 12th – 70
 - Total - 713
- On February 7, 2018
 - 7th – 160
 - 8th – 205
 - 9th – 149
 - 10th – 127
 - 11th – 107
 - 12th – 77
 - Total - 825
- RUSD District Students
 - 7th – 87
 - 8th – 109
 - 9th – 71
 - 10th – 60
 - 11th – 58
 - 12th – 40

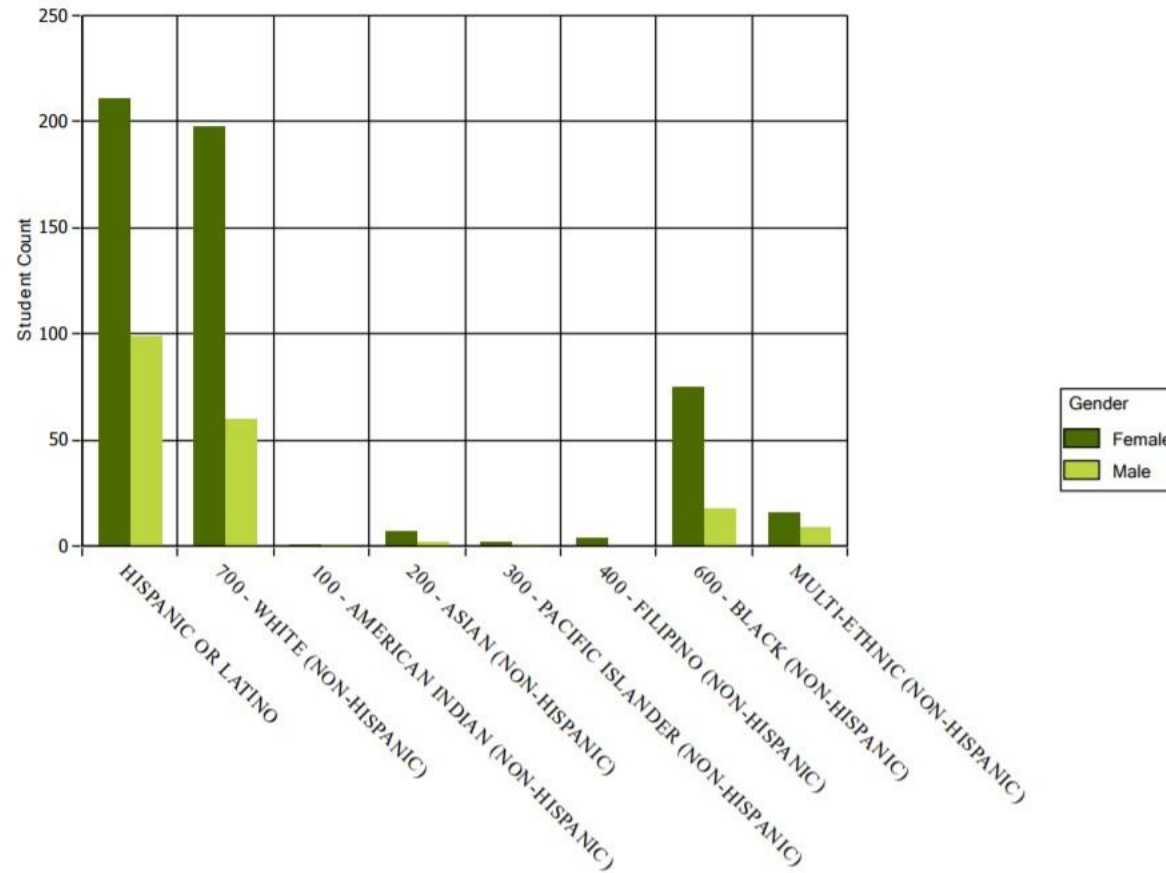
Encore High School Riverside

2/26/2018

2017-2018

Student Distribution By Ethnic Code

Page 1



Encore's Ethnic Makeup

- 42% Hispanic
 - 31% White (Not Hispanic)
 - 15% African American
 - 5% Multi Ethnic
 - 7% Asian, Filipino, Pacific Islander
-
- 35% of Encore's student population is socio economic disadvantaged

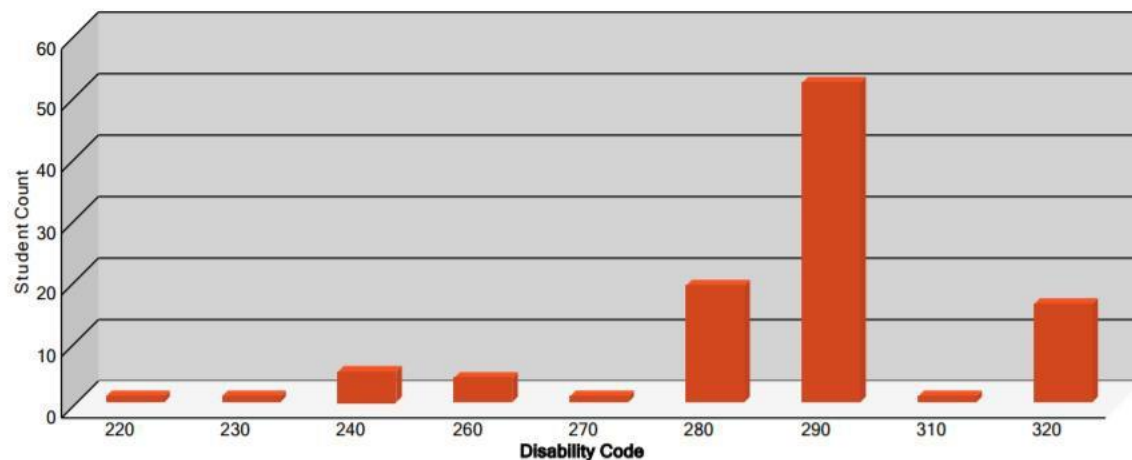
Encore High School Riverside

2017-2018

Students With Disabilities Distribution

2/26/2018

Page 1



Code	Disability	Student Count
220	Hard of Hearing (HH)	1
230	Deafness (DEAF)	1
240	Speech or Language Impairment (SLI)	5
260	Emotional Disturbance (ED)	4
270	Orthopedic Impairment (OI)	1
280	Other Health Impairment (OHI)	19
290	Specific Learning Disability (SLD)	52
310	Multiple Disability (MD)	1
320	Autism (AUT)	16
Total Students:		100

About 12% of Encore's student population is identified as SPED

CAASPP test results and SMART Goals based on outcomes

Encore Education Corporation, February 2018

Encore Test Results for 2017

Encore participated in CAASPP testing

▶ NUMBER OF STUDENTS ENROLLED:

- ▶ 7TH GRADE : 189
- ▶ 8TH GRADE : 170
- ▶ 11TH GRADE : 89
- ▶ ALL : 448

▶ NUMBER OF STUDENTS TESTED:

- ▶ 7TH GRADE : 186
- ▶ 8TH GRADE : 160
- ▶ 11TH GRADE : 88
- ▶ ALL : 438

ENCORE HIGH SCHOOL FOR THE ARTS- RIVERSIDE

STUDENT DATA FOR MATHEMATICS

MATHEMATICS RESULTS

■ Standard Exceeded: Level 4 ■ Standard Met: Level 3 ■ Standard Nearly Met: Level 2 ■ Standard Not Met: Level 1



ENCORE HIGHSCHOOL FOR THE ARTS- RIVERSIDE

STUDENT DATA FOR ENGLISH LANGUAGE

ENGLISH LANGUAGE RESULTS

■ STANDARD EXCEEDED: LEVEL 4 ■ STANDARD MET: LEVEL 3
■ STANDARD NEARLY MET: LEVEL 2 ■ STANDARD NOT MET: LEVEL 1



CAASPP Test Scores Compared to MLK

English Language Arts

- MLK – 74% Proficient
- Encore – 76% Proficient

Mathematics

- MLK – 46% Proficient
- Encore – 27% Proficient

SMARTGOALS based on test results

- **MATH** – Encore's art students continue to struggle with math.
- **REMEDICATION** - 8TH grade students that did not meet state standards participate in pull out for math every week
- **Grades 7-9 & 11 practice CAASPP test questions every Friday.**
- **The Dean of Academics uses test data to help teachers establish SMARTGOALS**



Fiscal Status

Encore Education Corporation, February 2018

Financial Updates 2017 / 2018

- **Encore did not meet enrollment targets**
 - Media coverage played a role
 - Facilities played a role
- **Community outreach expanded to improve fall numbers**
 - Interest meetings have a 27% attendance increase over last year
- **Tenant improvements since Riverside inception cost about \$700k**
- **Purchase of a single property by a third property investor underway.**
- **Encore cut staffing extensively at the beginning of the year and midyear to improve budgets.**

Financial Updates 2017 / 2018

- Encore completes a third party audit at the conclusion of every fiscal year.
- This year's audit was completed by state approved agency Clifton Larson.
- Cash and cash equivalents at the end of the year had an ending balance of \$347,079.
- There were no audit exceptions found during the audit including relation to financial statements and federal awards
- The third party auditor found Encore to be a low risk auditee.

Encore Education Corp. (Riverside Only)
Monthly financial Update (Actuals through November 30,, 2017)
Year-to-Date Budget vs. Actuals

	Budget	Actuals	YTD Actuals as % of Budget	Portion of Year Complete	Variance (in %)	Adjustments ²	Adjusted Variance (in % of Budget)	Adjusted Variance (in \$)
Revenues								
LCFF Main Funding	6,803,892	912,070	28%					\$
Federal	67,793	32,012	9%					
Other-State	488,859	338,054	22.7%					
Other-Local	22,000	9,992	45.4%					
Revenues Total	8,482,544	2,292,127	270%					\$
Expenditures	2,374,327	797,590	33.6%	41.7%	-8.1%	80%	--0.1%	\$ (167)
Certificated Salaries								
Classified Salaries	2,044,431	695,077	34.0%	41.7%	-7.6%	80%	0.4%	7,795
Benefits	436,023	461,311	32%	41.7%	-9.5%	7.7%	-18%	(26,458)
Books & Supplies	58,905	11,459,97	911.9%	41.7%	50.2%	-40.0%	0.2%	6,224
Services & Operations	2,199,386	900,893	411.0%	41.7%	--0.7%	00%	--0.7%	(15,571)
Capital Outlay	59,191	0		41.7%	41.7%	41.7%	0.0%	
Other Outgo	0	0		41.7%	41.7%	41.7%	0.0%	
Expenditures Total	8,269,263	3,000,868	363%	41.7%	-5.4%			\$ (8723)
NET REVENUES	\$ 213,281	(\$ 708,741)				Variance From Latest Approved Budget :		\$ 19,723
								better than budget

NOTES & KEY POINTS:

Surplus in Latest Board-Approved Budget:	\$	213,281
Current Projected Variance from Latest Budget:		19,723
Current Projected Surplus (Loss) This Year:	\$	233,004
Plus: Beginning Balance This Year: New		(47,583)
Projected Ending Balance This Year:	\$	185,421
Ending Balance as % of Expendures:	1 -	2.24%

Encore Education Corp. (Riverside Only)¹

Monthly Financial Update (Actuals through November 30, 2017)

Comparison With Statewide Averages



School Year Challenges

Encore Education Corporation, February 2018

School Year Challenges

- **Facilities – Open Campus, Science Labs, Common Areas**
 - Result – Campus Purchase Update, expected 2 years to complete
- **Staffing Changes – New Administrators, Elimination of Executive Directors**
 - Result – Formalization of policies, procedures, and evaluations
- **Board Training – Updating board policies**
 - Result – Three hour training for Brown Act and an Internal Action Plan to formalize internal controls

New Programs and Initiatives

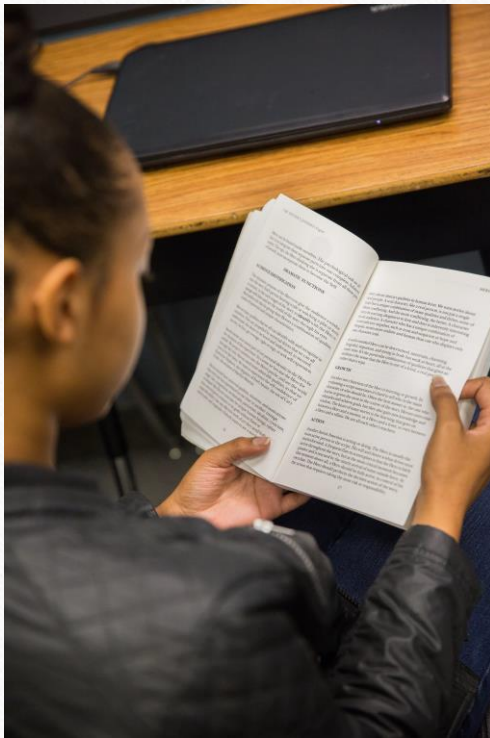
Encore Education Corporation, February 2018

New Initiatives

- 21st Century strategies meeting every week with teachers
- Intensified Professional Development
- Science transitions to NGSS underway with improvements to current program fall of 2018
- Continued development on how to improve math scores



New Programs 2017 / 2018



- WASC Accreditation for 12th grade ratified in January of 2018.
- College and Career Center
- Spelling Bee
- AP English for juniors and seniors
- Friday test bank questions in all Skills Classes
- Pull out remediation for math
- PSAT Administration

Student Learning Outcomes

Encore Education Corporation, February 2018

Student Learning Outcomes 17/18

- 22% of Encore's students are enrolled in extended day classes
- 65% of high school students have checked out 1 to 1 technology
- 99% of all seniors will graduate in June
- Honor Roll for first semester
 - 3.0-3.40: 135 students
 - 3.5-4.0: 98 students
 - 4.0+ : 157 students



Charter Highlights

Encore Education Corporation, February 2018

Charter Highlights

- Received Downtown Riverside Partnership Award for advances made in Arts
- First group of Riverside kids traveled to Aberdeen, Scotland during the summer and performed with people from all over the world.
- Named a new Dean of Academics, Ms. Jessica Meyer, who holds a Masters in STEM Education and has been with Encore for 8 years.
- Encore's first graduating class will have graduation June 16th
- Held Encore's first annual inventor's competition in October.
- Encore gears up for National History Day and Spelling Bee.
- One of Encore's seniors won first place at DTASC (drama teacher's association of southern California) for her monologue in October.
- One of Encore's students is the National Spokesperson for teens with the Women's March.

Encore High School for the Arts - Riverside

RUSD Spring Update 2017

REACH LEADERSHIP STEAM ACADEMY

PRESENTATION TO THE RUSD SCHOOL BOARD

OVERVIEW

OVERVIEW

- Current enrollment: 510
- No. of students in District: 272
- No. of students out of District: 238
- No. of Teachers: 19
- Grades Served: TK-6
- Average class size: 28

NEW & EXISTING PROGRAMS

Programs

- **Foreign Language-** offered to students at grade level
- **Dedicated Response to Intervention (RTI) Block-** Daily targeted instruction to all students not at grade level
- **Free After School Tutoring-** offered by classroom teacher to students near grade level

Programs

- 5th & 6th grades- Passing Periods
- 5th & 6th grades- Dedicated Science Block
- Wacky Inventors Wednesday- extended STEAM project-based activities
- Family STEAM Night- hands-on activities for families
- Annual STEAM Expo- extended project based activities on display for public.

CHARTER HIGHLIGHTS & NEW INITIATIVES

New Facility!

- 20 classrooms
- Multipurpose Room
- Admin Bldg
- Dedicated Kinder wing & playground

Science Fair

- County Science Fair Participation (Spring 2017)
- REACH sent 3 students to County
- ALL 3 Students Placed
- 2 Silver
- 1 Bronze

First Promoting Class

- Reports that students are well prepared for next grade level
- Student report that classes are “easy” after leaving REACH
- Students prepared to work cooperatively and think critically

CHALLENGES

Challenges

- **Late start to year-** due to construction delays
- **Student turnover-** various reasons cited
- **Facility Financing-** unable to secure loan for construction costs
- **Parking & Pickup-** pickup after school, event parking
- **Teacher retention-** new teachers hired each year

FINANCIAL UPDATE

REACH Leadership Academy									
Cash Forecast: November	November	December	January	February	March	April	May	June	July
Beginning Cash	\$58,953.63	\$ 25,451.56	\$ 52,961.16	\$ 70,463.09	\$ 61,772.43	\$ 123,705.55	\$ 111,195.48	\$ 100,685.41	\$ 198,943.34
Expected Revenues	\$ 288,143.00	\$ 710,539.00	\$ 724,147.00	\$ 573,169.00	\$ 783,164.00	\$ 631,135.00	\$ 583,135.00	\$ 691,903.00	\$ 449,548.00
In Lieu	\$ 58,143.00	\$ 58,143.00	\$ 58,143.00	\$ 58,143.00	\$ 133,700.00	\$ 66,850.00	\$ 66,850.00	\$ 66,850.00	\$ 78,426.00
LCFF		\$ 208,026.00	\$ 208,026.00	\$ 208,026.00	\$ 269,285.00	\$ 269,285.00	\$ 269,285.00	\$ 269,285.00	\$ 306,122.00
EPA			\$ 130,978.00		\$ 174,179.00			\$ 153,768.00	
One-time Funding			\$ 21,000.00				\$ 21,000.00	\$ 21,000.00	
Nutrition		\$ 25,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00
Title			\$ 19,000.00			\$ 19,000.00			\$ 30,000.00
SpEd					\$ 50,000.00	\$ 50,000.00	\$ 50,000.00	\$ 25,000.00	\$ 25,000.00
SB740		\$ 126,370.00				\$ 70,000.00			
Lottery				\$ 20,000.00			\$ 20,000.00		
Afterschool		\$ 15,000.00	\$ 15,000.00	\$ 15,000.00	\$ 15,000.00	\$ 15,000.00	\$ 15,000.00	\$ 15,000.00	
Other Local Revenue		\$ 10,000.00							
Incoming Receivable Sale	\$ 230,000.00	\$ 268,000.00	\$ 262,000.00	\$ 262,000.00	\$ 131,000.00	\$ 131,000.00	\$ 131,000.00	\$ 131,000.00	
Expected Expenses	\$ 321,645.07	\$ 683,029.40	\$ 706,645.07	\$ 581,859.66	\$ 721,230.88	\$ 643,645.07	\$ 593,645.07	\$ 593,645.07	\$ 593,645.07
Payroll (Incl. subs & 401k)	\$ 280,000.00	\$ 270,000.00	\$ 270,000.00	\$ 270,000.00	\$ 270,000.00	\$ 270,000.00	\$ 270,000.00	\$ 270,000.00	\$ 270,000.00
Rent (Grace)	\$ 11,393.58	\$ 11,393.58	\$ 11,393.58	\$ 11,393.58	\$ 11,393.58	\$ 11,393.58	\$ 11,393.58	\$ 11,393.58	\$ 11,393.58
Rent (portables)	\$ 26,683.00	\$ 26,683.00	\$ 26,683.00	\$ 26,683.00	\$ 26,683.00	\$ 26,683.00	\$ 26,683.00	\$ 26,683.00	\$ 26,683.00
Loan SKC Payment	\$ 3,568.49	\$ 3,568.49	\$ 3,568.49	\$ 3,568.49	\$ 3,568.49	\$ 3,568.49	\$ 3,568.49	\$ 3,568.49	\$ 3,568.49
Receivable Sale Repayment		\$ 351,384.33	\$ 375,000.00	\$ 250,214.59	\$ 389,585.81	\$ 312,000.00	\$ 262,000.00	\$ 262,000.00	\$ 262,000.00
Health & Welfare Benefits		\$ 20,000.00	\$ 20,000.00	\$ 20,000.00	\$ 20,000.00	\$ 20,000.00	\$ 20,000.00	\$ 20,000.00	\$ 20,000.00
Forecasted Ending Cash	\$ 25,451.56	\$ 52,961.16	\$ 70,463.09	\$ 61,772.43	\$ 123,705.55	\$ 111,195.48	\$ 100,685.41	\$ 198,943.34	\$ 54,846.27
Payables Budget	\$ 20,000.00								
Cash after Payables	\$ 5,451.56	\$ 32,961.16	\$ 50,463.09	\$ 41,772.43	\$ 103,705.55	\$ 91,195.48	\$ 80,685.41	\$ 178,943.34	\$ 34,846.27




2017-18 Cash Flow Projections

REACH Leadership Academy
Multi-year Projection
As of Oct FY2018




	Year 1	Year 2	Year 3
	2017-18	2018-19	2019-20
SUMMARY			
Revenue			
LCFF Entitlement	4,079,240	4,891,694	5,599,538
Federal Revenue	239,820	263,882	286,863
Other State Revenues	706,669	725,541	790,879
Local Revenues	167,600	167,600	167,600
Fundraising and Grants	25,000	25,000	25,000
Total Revenue	5,218,329	6,073,716	6,869,880
Expenses			
Compensation and Benefits	3,206,909	3,374,410	3,894,081
Books and Supplies	346,405	330,276	373,137
Services and Other Operating Expenditures	1,173,230	1,267,460	1,279,916
Depreciation	370,912	471,767	471,767
Other Outflows	16,090	18,467	14,552
Total Expenses	5,113,547	5,462,378	6,033,452
Operating Income	104,782	611,338	836,428
Fund Balance			
Beginning Balance (Unaudited)	1,247,868	1,352,650	1,963,988
Audit Adjustment			
Beginning Balance (Audited)	1,247,868	1,352,650	1,963,988
Operating Income	104,782	611,338	836,428
Ending Fund Balance	1,352,650	1,963,988	2,800,416
Total Revenue Per ADA	10,610	10,618	10,721
Total Expenses Per ADA	10,397	9,549	9,415
Operating Income Per ADA	213	1,069	1,305

Multi-year Projections (2017-2020)

STUDENT OUTCOMES

State Indicators	All Students Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		High 3.2%	Increased +1.5%
English Learner Progress (1-12)		Low 63%	Maintained -0.2%
English Language Arts (3-8)		Low 33.9 points below level 3	Declined -14.1 points
Mathematics (3-8)		Low 66.7 points below level 3	Declined Significantly -27.7 points

Spring 2017 RLSA Dashboard Status and Change Report

State Indicators	All Students Performance	Status	Change
<u>Chronic Absenteeism</u>	N/A	N/A	N/A
<u>Suspension Rate (K-12)</u>		Medium 1.6%	Declined -0.5%
English Learner Progress (1-12)		High 80.8%	Increased Significantly +14.1%
<u>English Language Arts (3-8)</u>		Low 11.1 points below level 3	Increased Significantly +22.8 points
<u>Mathematics (3-8)</u>		Low 36.1 points below level 3	Increased Significantly +30.6 points

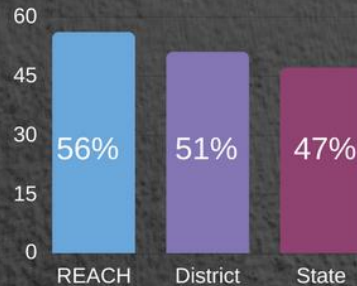
Fall 2017 RLSA Dashboard Status and Change Report

2017 Smarter Balanced (SBAC) State Testing Results

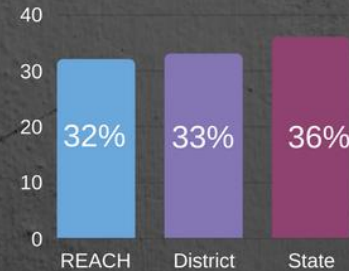


6th Grade

% that met or exceeded standards



6th Grade ELA



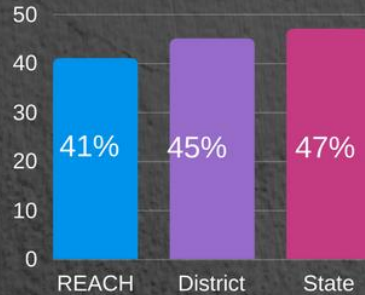
6th Grade Math

2017 Smarter Balanced (SBAC) State Testing Results

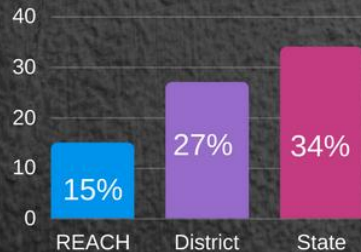


5th Grade

% that met or exceeded standards

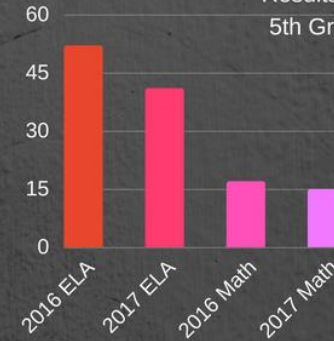


5th Grade ELA



5th Grade Math

Comparison of 2016 and 2017
Results for
5th Grade

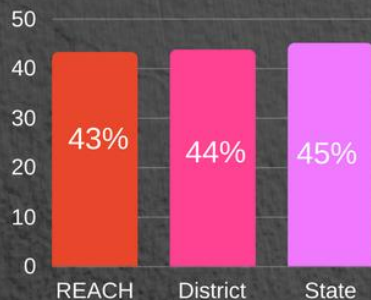


2017 Smarter Balanced (SBAC) State Testing Results

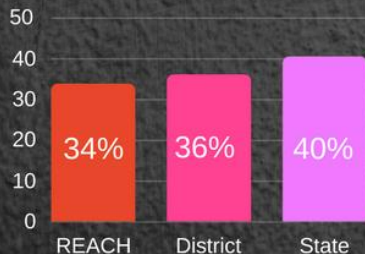


% that met or exceeded standards

4th Grade



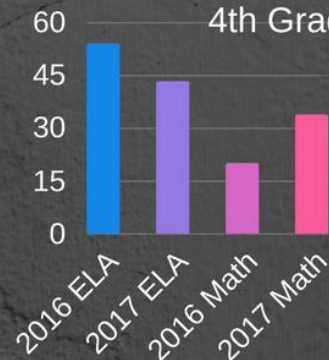
4th Grade ELA



4th Grade Math



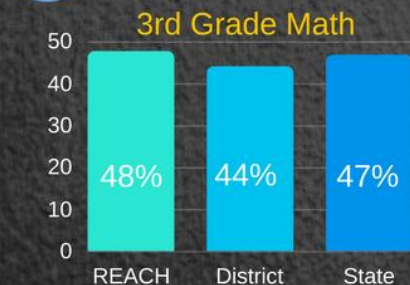
Comparison of
2016 and 2017
Results for
4th Grade



2017 Smarter Balanced (SBAC) State Testing Results

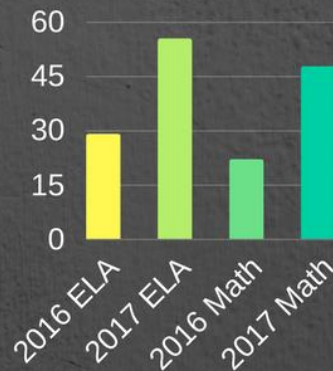


% that met or exceeded standards



3rd Grade Teachers are
amazing!

Comparison of
2016 and 2017
Results for
3rd Grade



3rd Grade

2017 Smarter Balanced (SBAC) State Testing Results



Overall Comparison



% that met or exceeded standards

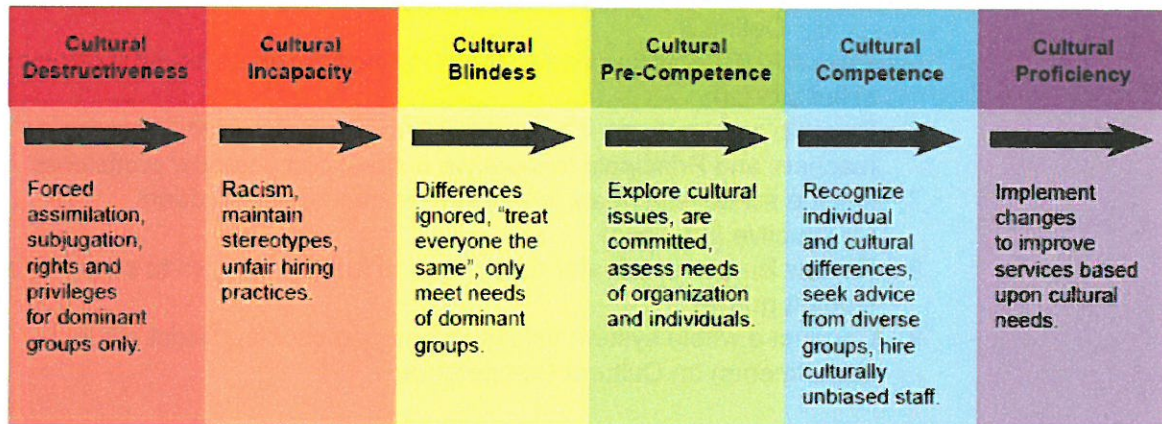
QUESTIONS

DRAFT

DRAFT RUSD Equity Operational Definition:

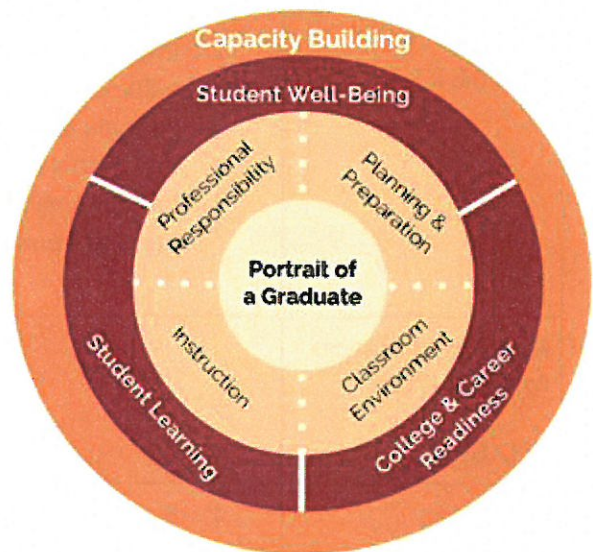
Equity is an operational principle of inclusive practices, in a shared belief system that removes predictability and respects individuality with a focus on high outcomes for all students, elimination of judgement and justice. Equity is accomplished when access is based on need and every student is provided with what they need to learn and succeed to fulfill their academic and social potential. Policies and practices are inclusive of the diversity of the community we serve. The elimination of disparities and the interruption of inequitable practices guarantee respectful treatment in an environment where all individuals feel welcome, seen, respected, understood, cared for and safe.

Continuum of Cultural Competency



The draft framework is rooted in student outcomes:

1. **Portrait of a Graduate:** What we expect of students
2. **Danielson Framework for Teaching:** The Four domains of teaching responsibility
3. **RUSD Success Indicators:** These comprehensive indicators provide information to the overall view of how the district and schools are doing with respect to student data
4. **Capacity building:** this outer ring is the professional learning opportunities to engage our students, teachers, staff and families, in all initiatives, including Cultural Competency



Riverside Unified School District
Equity Task Force Update
Wednesday, February 28, 2018

DRAFT

Current Practices	<ol style="list-style-type: none"> 1. In progress of creation of RUSD Dashboard to measure growth on Success Indicators 2. Heritage Program (insert specifics around current progress of program) 3. Legacy Program (insert specifics around current progress of program)
PHASE 1 Recommendation for 2018-19 Board Meeting Presentation: April 17, 2018	<ol style="list-style-type: none"> 1. Put into action: RUSD Equity Definition 2. Designate 1 FTE to lead efforts in data analysis, student achievement and policy implementation (e.g. Director IV/Coordinator, Data, Achievement and Equity, 3. Reconvene Equity Task Force, on a quarterly basis to reflect on actions taken through the year 4. Commit to review three designated areas with a lens of equity <ol style="list-style-type: none"> a. Define 1, e.g. Homework Policies b. Define 2, e.g. Mastery-based Learning c. Define 3 5. Revise RUSD mission and vision statement to reflect equity value and belief system. 6. Develop and implement embedded Professional development for teachers and Principals to increase cultural competence/ proficiency. 7. Include school site goals to include removal of closed doors (destructive practices) 8. Review Success Indicator data points to identify barriers to success for student groups. 9. Conduct a whole system values inventory (schools, district office departments) on Cultural Competence
Recommendation for 2019-20 PHASE 2	<ol style="list-style-type: none"> 1. Engage in Equity walk-throughs and observation rubrics as aligned to current educational framework 2. Implement changes as noted in inventory (e.g. practices in District office division, hiring practices, business office practices) 3. Reduce over referrals 4. Increase support with behavior related issues 5. Identify major equity challenges, unresolved issues, roadblocks that need to be addressed
Recommendation for 2020-2021 PHASE 3	
On-Going	<ol style="list-style-type: none"> 1. Equity Task Force Check points



HEAD START GOVERNANCE UPDATE

ACADEMIC OVERSIGHT COMMITTEE

RUSD EARLY CHILDHOOD PROGRAMS

- Early Childhood Office behind Ramona High School
- ECO houses 13 staff including Coordinator
- 19 schools + Infant/Toddlers of Teen Parents at Lincoln HS
- 23 teachers
- 60 instructional assistants
- 900 Preschool children
- Programs are licensed by Department of Social Services

STATE PRESCHOOL

- CDE \$ → RUSD (Grantee)
- Annual Grant = \$3,060,572 (ADA must be earned)
- 600 State Preschool Children + 100 LCAP Subsidized Children
- 15 SPS Sites/15 SPS Teachers/ 50 SPS Assistants
- CDE recently increased income cap for families to qualify
- Follows Title 5 Regulations

HEAD START

- Federal \$ → RCOE (Grantee) → RUSD (Delegate Agency)
- Annual Grant = \$1,254,731
- Non-Federal Share (IN-KIND) = \$313,683
- 192 Head Start Children
- 6 Head Start Sites/6 Head Start Teachers/10 Head Start Assistants
- Funded by the U.S. Department of Health and Human Services
- Over 1,000 Head Start regulations

Head Start Program Performance Standards

45 CFR Chapter XIII
September 2016



U.S. Department of Health and Human Services
Administration for Children and Families
Office of Head Start



HEAD START ACT

(P.L. 95-602) DECEMBER 12, 2007



U.S. Department of Health and Human Services
Administration for Children and Families
Office of Head Start

PERFORMANCE STANDARDS (2016) - GOVERNANCE

- School Readiness Goals
- Annual Grant Application
- Program Goals
- On-going Internal Monitoring
- Annual Self-Assessment
- Grantee Monitoring (RCOE)
- Federal Review Outcomes
- Community Assessment

HEAD START ACT (2007) – GOVERNANCE

- Monthly financial statements
- Monthly program information summaries (attendance, IEPs, insurance, immunizations, screenings)
- Program enrollment reports
- Monthly reports of meals and snacks provided
- Significant communication/guidance from the Secretary of HSS
- Annual Program Information Report (PIR)

RUSD HEAD START – GOVERNANCE

- Board reports and grant application as consent agenda items
- This committee (2 board members)
- Full program review in 18-19
- RCOE will want to interview at least one board member