

RCOE Local Control and Accountability Plan (LCAP)

2021-2024



Alternative Education

Local Control Funding Formula (LCFF) Budget Overview for Parents Template

Developed by the California Department of Education, March 2021

LCFF Budget Overview for Parents Data Entry Instructions

These instructions are for the completion of the Local Control Funding Formula (LCFF) Budget Overview for Parents. Notice that there are five tabs along the bottom of the workbook titled: 'Title Page', 'Instructions', 'Data Input', 'Narrative Responses', and 'Template'. The local educational agency (LEA) will enter its data in the 'Data Input' tab and then respond to the available prompts in the 'Narrative Responses' tab; please note that certain prompts in the 'Narrative Responses' tab are conditional. This information will automatically populate the 'Template' pages of the Budget Overview for Parents with the information. The tabs 'Title Page', 'Instructions', 'Data Input', and 'Narrative Responses' are "inward facing" and are intended for use by LEA personnel. The information contained in the 'Template' tab will be "outward facing", or the information that will be available to the LEA's parents and stakeholders. To start, ensure that you are on the 'Data Input' worksheet by clicking on the 'Data Input' in the lower left hand side.

***NOTE: The "High Needs Students" referred to below are Unduplicated Students for LCFF funding purposes.**

Data Input Tab Instructions

LEA Information (rows 2-4)

The LEA must enter the LEA name, county district school (CDS) code (14 digits), and LEA contact information (name, phone number and email address) in the corresponding blue boxes.

For the 2021–22 Budget Overview for Parents, the dates for the Coming School Year (2021–22) and the Current School Year (2020–21) have been prepopulated.

Projected General Fund Revenue for the Coming School Year

All amounts should be entered in the gray boxes adjacent to the corresponding amount title. The coming school year (as indicated in row 5) means the fiscal year for which an LCAP is adopted or updated by July 1.

- **Total LCFF funds (row 9):** This amount is the total amount of LCFF funding (including supplemental & concentration grants) the LEA estimates it will receive pursuant to California *Education Code (EC)* sections 2574 (for county offices of education) and 42238.02 (for school districts and charter schools), as applicable for the coming school year. This amount is the amount indicated in the Standardized Account Code Structure (SACS) Budget Fund Form 01, Column F, row A.1 (LCFF Sources).
- **LCFF supplemental & concentration grants (row 10):** This amount is the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496(a)(5), pursuant to *EC* sections 2574 and 42238.02, as applicable for the coming school year.
- **All other state funds (row 12):** This amount is the total amount of other state funds (do not include including LCFF funds) the LEA estimates it will receive.
- **All local funds (row 13):** This amount is the total amount of local funds and entitlements the LEA estimates it will receive.
- **All federal funds (row 14):** This amount is the total amount of federal funds (including all Every Student Succeeds Act Title funds) the LEA estimates it will receive.

The total of the Projected General Fund Revenue should equal the amount indicated in the SACS Budget Fund Form 01, Column F, row A.5 (Total Revenues).

Total Budgeted Expenditures for the Coming School Year

- **Total Budgeted General Fund Expenditures (row 17):** This amount is the LEA's total budgeted General Fund expenditures for the coming school year as indicated on SACS Budget Fund Form 01, column F, Row B.9 (Total Expenditures). The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the California School Accounting Manual (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Budgeted Expenditures in the LCAP (row 18):** This is the total amount of budgeted expenditures for the planned actions to meet the goals included in the LCAP for the coming school year.
- **Total Budgeted Expenditures for High Needs Students in the LCAP (row 19):** This is the total amount of the budgeted expenditures, from all fund sources, associated with the actions included in the LCAP that are identified as contributing to the increased or improved services for high needs students pursuant to *EC* Section 42238.07.

Expenditures for High Needs Students in the Current School Year

- **Total Budgeted Expenditures for High Needs Students in the Learning Continuity and Attendance Plan (Learning Continuity Plan) (row 22):** This amount is the total of the budgeted expenditures, from all fund sources, for the planned actions included in the Learning Continuity Plan that are identified as contributing to the increased or improved services for high needs students pursuant to *EC* Section 42238.07 for the current school year.
- **Actual Expenditures for High Needs Students in the Learning Continuity Plan (row 23):** This is the total of the estimated actual expenditures, from all fund sources, for the actions included in the Learning Continuity Plan that are identified as contributing to the increased or improved services for high needs students pursuant to *EC* Section 42238.07, as reflected in the Annual Update for the Learning Continuity Plan.

Narrative Responses Tab Instructions

The LEA's response for each prompt is limited to 75 words. Double click on the applicable cell to respond to the required prompt(s). Please note that certain prompts are conditional, based on the data provided in the 'Data Input' tab.

- **Brief description for General Fund Expenditures (row 3):** Briefly describe any of the General Fund Budget Expenditures for the current school year that are not included in the Local Control and Accountability Plan.
- **Brief description for High Needs Students (row 4):** If the amount on line 19 ('Data Input' tab) is less than the amount on line 10 ('Data Input' tab), a prompt will appear and the LEA must provide a brief description of the additional actions it is taking to meet its requirement to increase or improve services for high needs students.

Note: If no prompt appears, the LEA is not required to supply a description.

Note: It may be necessary to adjust the row height to display the entire prompt.

- **Brief description for actual expenditures for high needs students (row 5):** If the amount in line 22 ('Data Input' tab) is greater than the amount in line 23 ('Data Input' tab), a prompt will appear and the LEA must provide a brief description of how the difference impacted the actions and services and overall increased or improved services for high needs students in the current fiscal year pursuant to *EC* Section 42238.07.

Note: If no prompt appears, the LEA is not required to supply a description.

Note: It may be necessary to adjust the row height to display the entire prompt.

LCFF Budget Overview for Parents: Data Input

Local Educational Agency (LEA) name:	Riverside County Office of Education
CDS code:	33103300000000
LEA contact information:	Charles Fischer (951) 826-6464 cfischer@rcoe.us
Coming School Year:	2021 – 22
Current School Year:	2020 – 21

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2021 – 22 School Year		Amount
Total LCFF funds	\$	123,236,753
LCFF supplemental & concentration grants	\$	1,630,702
All other state funds	\$	20,029,876
All local funds	\$	49,333,224
All federal funds	\$	23,797,729
Total Projected Revenue	\$	216,397,582
Total Budgeted Expenditures for the 2021 – 22 School Year		Amount
Total Budgeted General Fund Expenditures	\$	216,294,195
Total Budgeted Expenditures in the LCAP	\$	18,160,196
Total Budgeted Expenditures for High Needs Students in the LCAP	\$	6,315,993
Expenditures not in the LCAP	\$	198,133,999
Expenditures for High Needs Students in the 2020 – 21 School Year		Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	\$	4,760,255
Actual Expenditures for High Needs Students in Learning Continuity Plan	\$	4,820,467

LCFF Budget Overview for Parents: Narrative Responses

LCFF Budget Overview for Parents Narrative Responses Sheet

Required Prompt(s)	Response(s)
<p>Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).</p>	<p>In addition to the Alternative Education program (Community School for the Expelled Student Plan and Court School for students in juvenile hall), the Riverside County Office of Education provides services to school districts through the Riverside County Superintendent's Office, Educational Services, Fiscal Services, Migrant Education, Personnel Services, and Student Programs and Services that are not a part of the LCAP.</p>
<p>A prompt may display based on information provided in the Data Input tab.</p>	<p>[Respond to the prompt here; if there is no prompt a response is not required.]</p>
<p>A prompt may display based on information provided in the Data Input tab.</p>	<p>[Respond to the prompt here; if there is no prompt a response is not required.]</p>

Local Educational Agency (LEA) Name: Riverside County Office of Education

CDS Code: 33103300000000

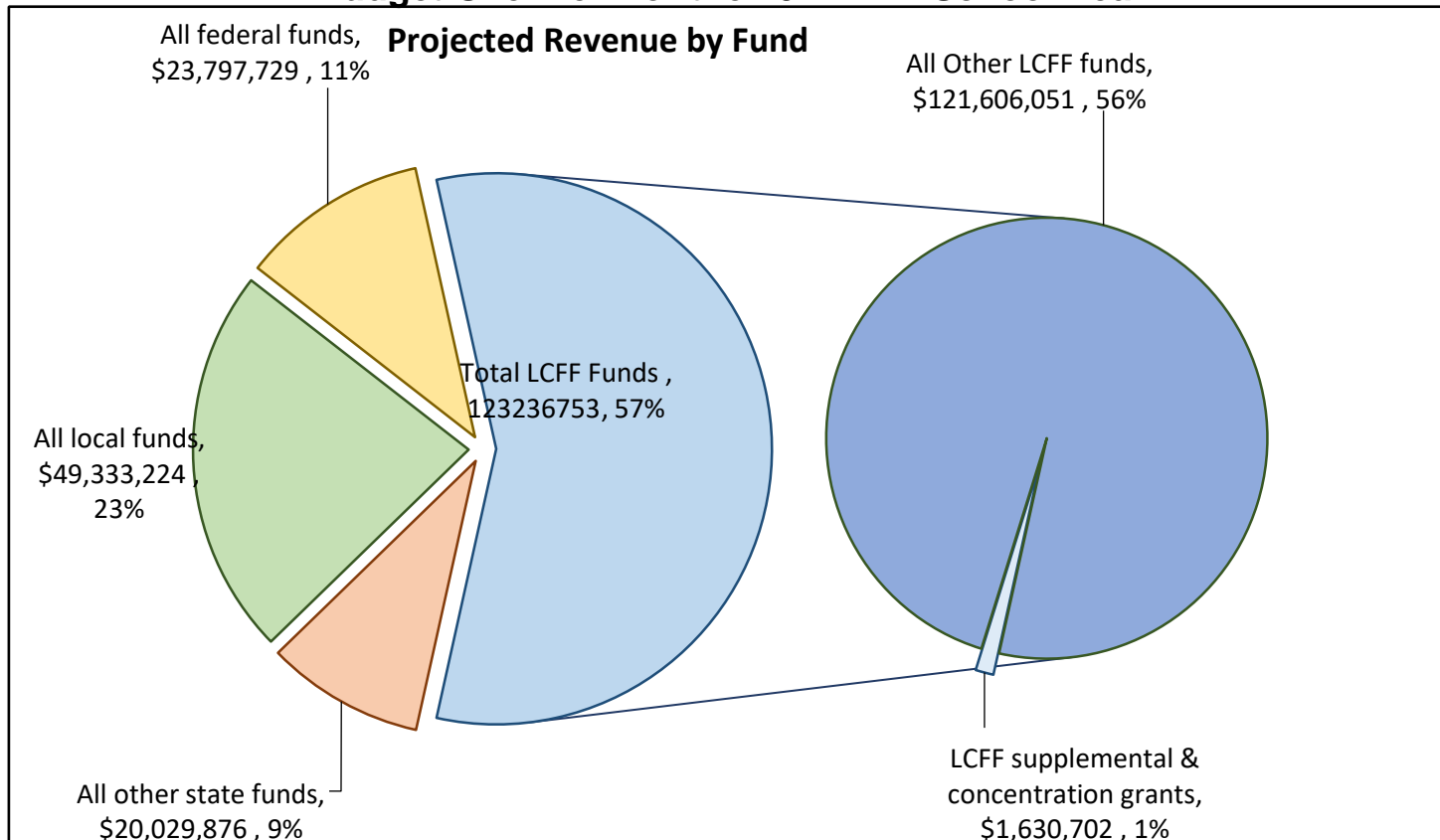
School Year: 2021 – 22

LEA contact information: Charles Fischer (951) 826-6464 cfischer@rcoe.us

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

Budget Overview for the 2021 – 22 School Year

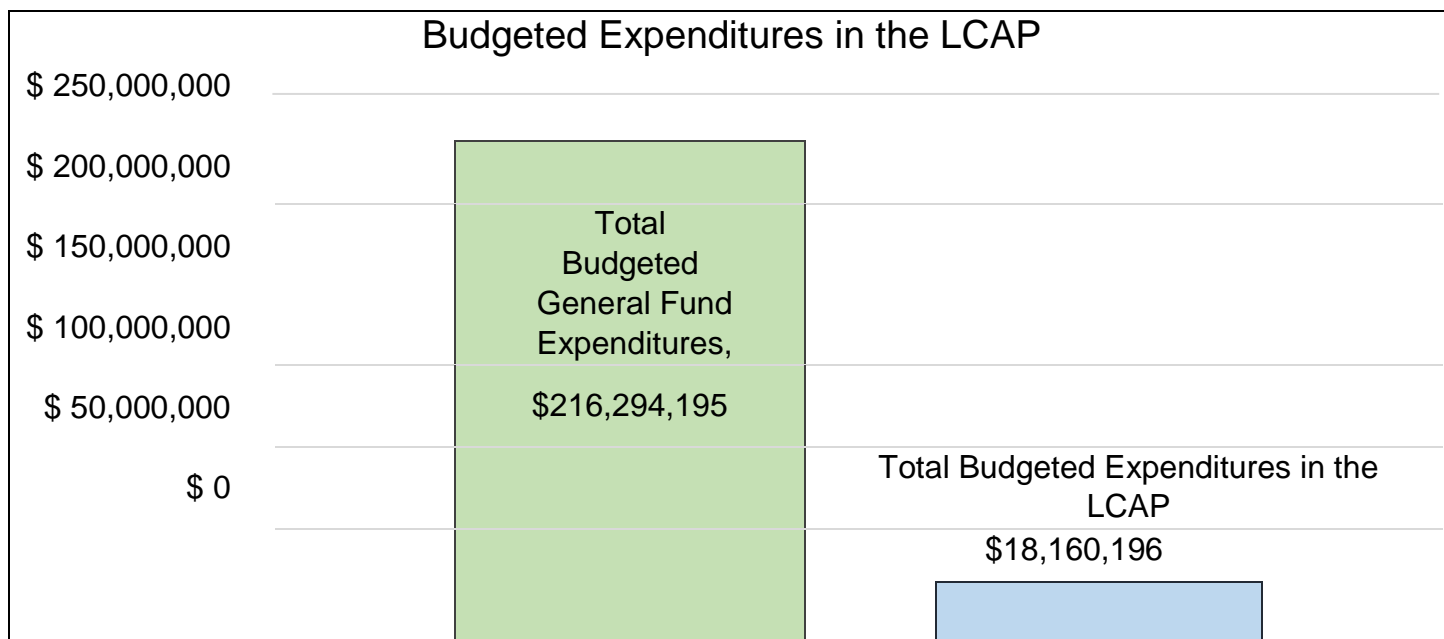
Projected Revenue by Fund



This chart shows the total general purpose revenue Riverside County Office of Education expects to receive in the coming year from all sources.

The total revenue projected for Riverside County Office of Education is \$216,397,582.00, of which \$123,236,753.00 is Local Control Funding Formula (LCFF), \$20,029,876.00 is other state funds, \$49,333,224.00 is local funds, and \$23,797,729.00 is federal funds. Of the \$123,236,753.00 in LCFF Funds, \$1,630,702.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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



This chart provides a quick summary of how much Riverside County Office of Education plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

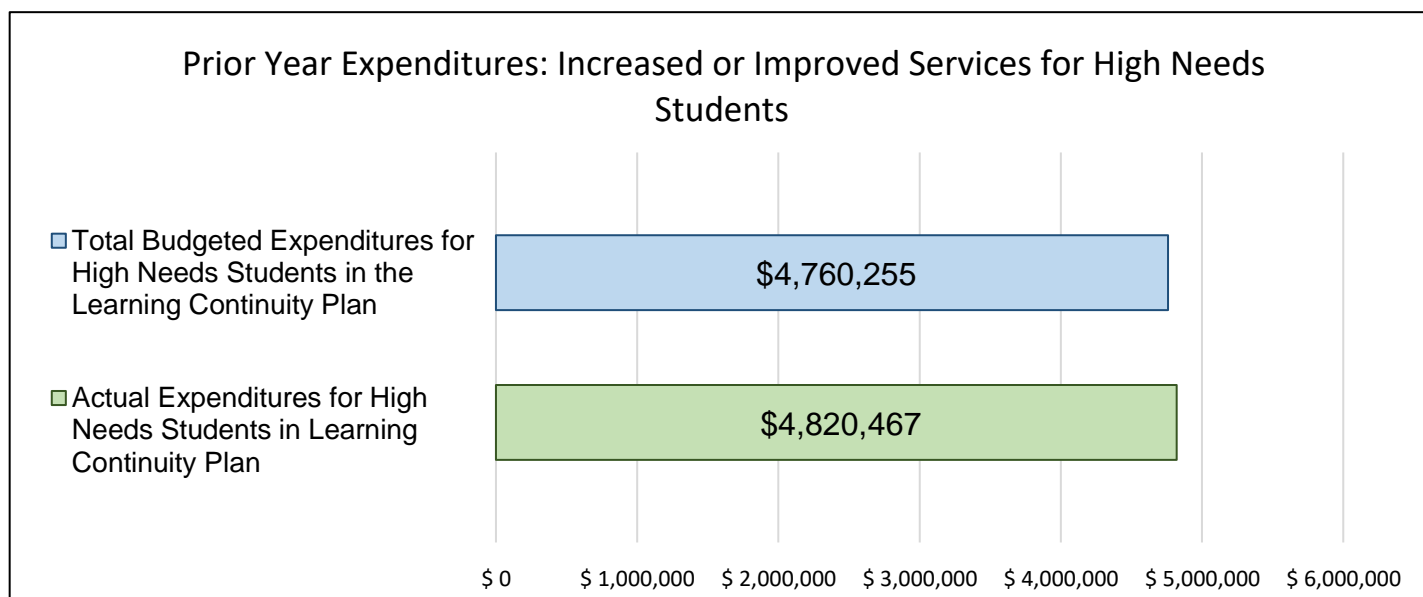
Riverside County Office of Education plans to spend \$216,294,195.00 for the 2021 – 22 school year. Of that amount, \$18,160,196.00 is tied to actions/services in the LCAP and \$198,133,999.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

In addition to the Alternative Education program (Community School for the Expelled Student Plan and Court School for students in juvenile hall), the Riverside County Office of Education provides services to school districts through the Riverside County Superintendent's Office, Educational Services, Fiscal

Increased or Improved Services for High Needs Students in the LCAP for the 2021 – 22 School Year

In 2021 – 22, Riverside County Office of Education is projecting it will receive \$1,630,702.00 based on the enrollment of foster youth, English learner, and low-income students. Riverside County Office of Education must describe how it intends to increase or improve services for high needs students in the LCAP. Riverside County Office of Education plans to spend \$6,315,993.00 towards meeting this requirement, as described in the LCAP.

Update on Increased or Improved Services for High Needs Students in 2020 – 21



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

In 2020 – 21, Riverside County Office of Education's Learning Continuity Plan budgeted \$4,760,255.00 for planned actions to increase or improve services for high needs students. Riverside County Office of Education actually spent \$4,820,467.00 for actions to increase or improve services for high needs students in 2020 – 21.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Riverside County Office of Education	Charles Fischer, Executive Director, Alternative Education	cfischer@rcoe.us ; 951-826-6464

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

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

State and/or Local Priorities addressed by this goal:

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

Annual Measurable Outcomes

Expected	Actual
Reduce the distance from standard by 15 points on the Smarter Balanced Assessments in ELA for Community School and Court School students.	No scores for 2019-2020. The Smarter Balanced Assessments were canceled by CDE in 2019-2020 due to the impact of COVID-19. Academic achievement was measured by the Accucess ELA and math-pre-post-tests which are reported later this section.
Reduce the distance from standard by 15 points on the Smarter Balanced Assessments in math for Community School and Court School students.	No scores for 2019-2020. The Smarter Balanced Assessments were canceled by CDE in 2019-2020 due to the impact of COVID-19. Academic achievement was measured by the Accucess ELA and math-pre-post-tests which are reported later this section.

Expected	Actual
Reduce the distance from standard by 15 points on the Smarter Balanced Assessments in ELA for Grade 11 students.	No scores for 2019-2020. The Smarter Balanced Assessments were canceled by CDE in 2019-2020 due to the impact of COVID-19. Academic achievement was measured by the Accucess ELA and math-pre-post-tests which are reported later this section.
Reduce the distance from standard by 15 points on the Smarter Balanced Assessments in math for Grade 11 students.	No scores for 2019-2020. The Smarter Balanced Assessments were canceled by CDE in 2019-2020 due to the impact of COVID-19. Academic achievement was measured by the Accucess ELA and math-pre-post-tests which are reported later this section.
Reduce the distance from standard by 15 points on the Smarter Balanced Assessments in ELA for Community School and Court School Low Income students.	No scores for 2019-2020. The Smarter Balanced Assessments were canceled by CDE in 2019-2020 due to the impact of COVID-19. Academic achievement was measured by the Accucess ELA and math-pre-post-tests which are reported later this section.
Reduce the distance from standard by 15 points on the Smarter Balanced Assessments in math for Community School and Court School Low Income students.	No scores for 2019-2020. The Smarter Balanced Assessments were canceled by CDE in 2019-2020 due to the impact of COVID-19. Academic achievement was measured by the Accucess ELA and math-pre-post-tests which are reported later this section.
Reduce the distance from standard by 15 points on the Smarter Balanced Assessments in ELA for Community School and Court School Foster Youth.	No scores for 2019-2020. The Smarter Balanced Assessments were canceled by CDE in 2019-2020 due to the impact of COVID-19. Academic achievement was measured by the Accucess ELA and math-pre-post-tests which are reported later this section.
Reduce the distance from standard by 15 points on the Smarter Balanced Assessments in math or Community School and Court School Foster Youth.	No scores for 2019-2020. The Smarter Balanced Assessments were canceled by CDE in 2019-2020 due to the impact of COVID-19. Academic achievement was measured by the Accucess ELA and math-pre-post-tests which are reported later this section.
Improve percent College Ready/College Conditional Ready on EAP in ELA by 2% in the Community School.	No scores for 2019-2020. The Smarter Balanced Assessments were canceled by CDE in 2019-2020 due to the impact of COVID-19. College/Career indicator is reported later in this section.
Improve percent College Ready/College Conditional Ready on EAP in math by 2% in the Community School	No scores for 2019-2020. The Smarter Balanced Assessments were canceled by CDE in 2019-2020 due to the impact of COVID-19. College/Career indicator is reported later in this section.
Maintain UC a-g enrollment at 100%.	Met. UC a-g enrollment was maintained at 100%.

Expected	Actual
Improve CTE enrollment by 2%.	Not met. CTE participation declined from 43.2% to 22.1% due to the school closure.
Improve the DASS graduation rate by 5% for the 2018-2019 cohort in the Community School.	Met/Exceeded. The Community School DASS one-year graduation rate increased by 11.8% from 88.2% in 2018-2019 to 100% in 2019-2020.
Improve the DASS graduation rate by 5% for the 2018-2019 cohort in the Court School.	Met/Exceeded. The Court School DASS graduation rate increased by 6.1% from 89.5% in 2018-2019 to 95.6% in 2019-2020.
<p>The average rating on the California Standards Reflection Tool will be 4 based on the average of all areas:</p> <ul style="list-style-type: none"> • Professional Learning on New Standards will increase to 4.5. • Instructional Materials Aligned to New Standards Available in All Classrooms will increase to 4.5. • Identifying Areas Needing Improvement in Delivering Instruction Aligned to Academic Standards and/or Curriculum Frameworks will increase to 4.5. • Progress in Implementing Standards in All Areas will increase to 3.5 • Identifying Professional Learning will increase to 4.0. 	Met. The average rating on the California State Standards Implementation Reflection Tool was 4 based on the average of all areas.

Expected	Actual
<p>Maintain student access and enrollment in a broad course of study to meet graduation requirements at 100% using the Aeries course scheduling reports to monitor student enrollment in courses. Use the RCOE Prospectus, Course Reference Guide, and the course approval form to ensure that students, including unduplicated pupils and individuals with exceptional needs, are enrolled in a broad course of study based on their grade and credit completion. Use the Aeries graduation status report to monitor grade-level course completion of the courses in order to meet the required 200 credits for high school graduation.</p>	<p>Met. All students had full access to a broad course of study as defined by California Education Code 51210 and 51220(a)(i). RCOE Alternative Education utilized the Aeries courses scheduling report and the course approval form to ensure all students had access to a broad course of study across school sites. RCOE Alternative Education utilized Aeries course scheduling reports to analyze student enrollment in courses. Course approval forms were used to enroll students in the specific courses to meet their individual preferences for electives and the graduation requirements. All students, including unduplicated pupils and individual with exceptional needs, were enrolled in UC a-g approved core academic courses based on their age and credit completion. The graduation status report was used to monitor grade-level course completion of the courses in order to meet the required 200 credits for high school graduation.</p>
<p>Maintain at no teacher mis-assignments using the teacher certification data and Aeries course code table to ensure that all teachers are assigned to subjects aligned to their credentials.</p>	<p>Met. RCOE reviewed teacher certification data and Aeries course assignments and determined that all teachers were assigned to subjects aligned to their credentials.</p>
<p>Textbook sufficiency will be maintained in 2019-2020 using the Destiny Textbook Management System to monitor inventories of instructional materials.</p>	<p>Met. RCOE maintained textbook sufficiency to ensure all students have access to standards aligned instructional materials. Alternative Education used the Destiny Textbook Management System to monitor inventories of instructional materials.</p>

Expected	Actual
<p>Student scores on the ELA and math formative assessment will improve by 2%.</p>	<p>Met in ELA and not met in math. In the 2019-2020 school year, the reading section of the Accucess assessment increased from 45.9% to 48.1% of students demonstrated growth between pre and post-test periods. This was up from 45.9% the prior year. That was a gain of 2.2% growth meeting the target set for the reading assessment. The mathematics Accucess assessment showed that 50.0% of students demonstrated growth in the 2019-2020 school year. This was down 3.3% from the prior year where mathematics growth was recorded at 53.3%. The target was not met for mathematics. The Accucess assessment was retired by the vendor, Edmentum, at the end of the 2019-2020 school year. 2020-2021 will serve as the baseline data year for the Exact Path assessment.</p>
<p>AP Exams will be offered for students who request the tests.</p>	<p>Met. AP Exams were available to all students.</p>
<p>Improve Community School students classified as prepared on the College/Career Indicator (CCI) by 3% in 2018-2019.</p> <p>Improve Court School students classified as prepared on the College/Career Indicator (CCI) by 3% in 2018-2019.</p>	<p>No met. The Community School CCI rate did not increase. The Court School CCI rate declined from 3.5% (orange) in 2018-2019 to 2.9% in 2019-2020.</p>

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
<p>Action 1: Enroll all students, including unduplicated pupils and individual with exceptional needs, in courses to meet the K-6 course requirements (Education Code Section 51210), the grade 7 and 8 courses requirements, and the RCOE high school (grades 9-12) graduation requirements (Education Code Section 51220(a)-(i)). Enroll all high school students in UC a-g approved core academic courses based on their grade and credit completion. Conduct an annual review of student access to a broad course of study utilizing the Aeries course scheduling reports to analyze student enrollment in courses. Continue using the RCOE Prospectus, Course Reference Guide, and the course approval form to ensure that students are enrolled in a broad course of study. Continue using the graduation status report to monitor grade- level course completion of the courses in order to meet the required 200 credits for high school graduation.</p> <p>Provide English learners with challenging curriculum and instruction that maximize the attainment of high levels of proficiency in English, advance multilingual capabilities, and facilitate student achievement in the County Office of Education's regular course of study. Students who are classified as English learners shall not be denied participation in the standard instructional program of a school. The standard instructional program means, at a minimum, core curriculum courses, as defined in clause (i) of subparagraph of paragraph (6) of subdivision (b) of Section 33126, courses required to meet state and local graduation requirements, and courses required for middle school grade promotion. A middle school or high school pupil who is classified as an English learner shall not be denied any of the following: (1) Enrollment in a full course load of courses that are part of the standard instructional program. (2) Enrollment in courses that are not part of a school's standard instructional program that either meet the subject matter requirements for purposes of recognition for college admission pursuant to Section 66205.5 or are advanced courses, such as honors or advanced placement courses, on the sole basis of a pupil's classification as an English learner. Pursuant to federal law, the pupil's course of study is designed to remedy any academic deficits incurred during participation and that the pupil's course of study is reasonably calculated to enable that pupil to attain parity of participation in the standard instructional program within a reasonable length of time after he or she enters the school system.</p> <p>Enroll students with disabilities in courses that are aligned to their IEP and that meet the high school graduation requirements. Implement the California Standards in ELA (CCSS), ELD, math (CCSS), history-social science, science/NGSS, career technical education, health, physical education, visual and performing arts, and world languages. Implement lesson plans and curriculum/textbooks with approaches/strategies and instructional resources/materials for special populations such as students with disabilities and English learners.</p> <p>Continue the implementation of Universal Design for Learning (UDL) and Thinking Maps in the classroom. Implement synchronous online learning intervention courses in ELA and mathematics as an additional support option for students. Implement project-based learning in the ELA/ELD and history-social science integrated units of study and the math and science integrated units of study. Collaborate with WE Schools for service learning opportunities and implement experiential learning activities. Implement experiential learning trips. Ensure that teachers are dual credentialed for the implementation of the IEP of special education students as well as the Individualized Learning Plan of non-special education students. Ensure that teachers possess certification to teach English learners (CLAD, BCLAD, or SDAIE/SB1292) and tailor instruction to meet student needs in all courses. Provide support for new teachers to clear their credentials through the Center for Teacher Innovation (CTI). Ensure that teachers are supported in providing materials, technology, and differentiated instruction (UDL, small group instruction) in all courses in order for the students to successfully complete goals and objectives, as specified in the IEP. Conduct an annual review of teacher assignments using the Aeries course table and master schedule to ensure that all teachers are assigned to subjects aligned to their credentials.</p>	<p>\$6,700</p>	<p>\$58,493</p>

<p>Action 2: Implement updated technology and provide low-income students, English learners, and foster youth with access to technology at home (tablets/laptops) to support digital literacy skills in all content areas. Low-income, English learners, and foster youth need technology at school and at home in order to access online websites and instructional resources, to engage in remote explorations/conferences, and to create projects/products that demonstrate their learning.</p>	\$500,800	\$497,999
<p>Action 3: Implement job shadowing and internships through partnerships with businesses and public agencies such as the Department of Rehabilitation. The Department of Rehabilitation (DOR) provides job training and placement services to Alternative Education students, ages 16-21, with an IEP or 504 plan. Implement the WorkAbility program to provide comprehensive training in work, employment placement and follow-up for middle and high school students in special education who are making the transition from school to work, independent living and post-secondary education or training. Implement a Workforce Readiness Certificate program using the CASAS assessment for students. Implement certificate programs in cardiopulmonary resuscitation (CPR), food handler permits, and Occupational Safety and Health Administration (OSHA).</p>	\$77,000	\$57,851
<p>Action 4: Acquire materials and equipment to enhance student learning and performance. Utilize the Destiny Textbook Management System to monitor inventories of instructional materials. Conduct audits of instructional materials and order replacement textbooks when needed and when deficiencies are reported by teachers. Monitor the textbook inventory and distribution process to ensure that all students have a textbook in each subject area and that classrooms have sets of textbooks to ensure that textbook sufficiency is maintained.</p>	\$110,032	\$190,696

<p>Action 5: Implement classroom-embedded professional development to enhance standards-based instruction to enhance student learning. The Summer Institute of Learning and Knowledge (SILK) and weekly Professional Learning Community collaboration will focus on site MTSS academic, attendance, and behavior collaborative meetings, UDL and ELD workshops, STEMulate math workshops and in-class coaching, and CAASPP and ELPAC administration procedures. Enhance the lesson planning and intervention components of the Multi-Tiered System of Support (MTSS) process to strengthen follow and student success. Teachers and classified staff will attend content specific conferences based on individual, program, and site needs. Continue instructional specialist positions to support teachers with strategies to address the academic and behavioral needs of low income, English learners, and foster youth. Provide in-class support for teachers by the Coordinator of Instructional Innovation and Support on the strategies learned during SILK and PLCs.</p>	\$254,511	\$387,907
<p>Action 6: Implement programs to prepare students for college and careers (UC a-g courses, CTE pathways). Implement Dual Enrollment courses and three new CTE pathways in Computer Networking, Multimedia Production, and Welding along with existing pathways in Food Service/Hospitality and Residential Commercial Construction- Technology. The Multimedia Production Pathway includes Introduction to Multimedia Production (Introductory), Intermediate Multimedia Production (Concentrator), and Advanced Multimedia Film/Video Production (Capstone). Implement work-based learning through a partnership with Vocademy.</p>	\$557,687	\$512,145
<p>Action 7: Target the Advancement Via Individual Determination (AVID) on grades 7-9 to support student transitions between middle school and high school. Provide AVID tutors for students for targeted assistance in the core subject areas and train teachers on AVID strategies in WICOR (writing, inquiry, collaboration, organization, and reading). Acquire AVID Certification for one site.</p>	\$83,567	\$14,415
<p>Action 8: Implement college readiness transition activities, including career inventories through Career Cruising, college assessments (PSAT, AP exams, ACT, SAT), college visits, college summer camps, and support in completing college entrance applications and the Free Application for Federal Student Aid (FAFSA).</p>	\$27,600	\$164,238

<p>Action 9: Continue formative assessments such as short-cycle assessments, pre-/post-tests, and Interim Assessment Blocks in order to measure student learning and to identify students for interventions. Continue MTSS collaborative data teams during Wednesday PLCs using the local student and school Aeries dashboards to monitor student progress, target instruction, and implement interventions for students. Implement interventions in ELA and mathematics such as support classes, tutoring using in-person and online tutoring platforms, and individual and small group instruction from the teacher and instructional assistants. Continue collaborative instructional reviews each quarter to monitor implementation of instructional priorities. Continue grade classification by credit to provide 12th grade students with a realistic timeline for graduation and to ensure that the cohort for the DASS one-year graduation rate is accurate.</p>	\$1,528,091	\$2,097,115
<p>Action 10: Monitor and evaluate the progress of students with disabilities on academic achievement, attendance, and behavior using SEIS. Provide teachers with in-class support from instructional specialists, administrators, and a school psychologist. Provide behavioral/mental health counseling through contracted services for students with disabilities in the Court School. Provide legal assistance through contracted services.</p>	\$635,842	\$582,237
<p>Action 11: Implement high school equivalency test prep (GED, HiSET) and administer high school equivalency test for students who meet the criteria in the Community School and Court School.</p>	\$48,275	\$49,880

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All budgeted actions/services were implemented to support students, families, teachers, and staff. A total of \$3,830,105 was allocated for Goal 1 in 2019-2020 and the estimated expenditures were \$4,612,976. The difference in the initial 2019-2020 budget projection was \$782,871 more in expenditures overall due to increased spending in Action 1 (increase of \$51,793 for broad course of study due to new CTE Multi-Media Production Pathway), Action 4 (increase of \$80,664 for the purchase of instructional materials/textbooks), Action 5 (increase of \$133,396 for professional development due to contracted services for Comprehensive School Improvement in ELA and math for the California Dashboard), Action 8 (increase of \$136,638 for the school counselor/college transition activities), and Action 9 (increase of \$569,024 for MTSS and contracted services for Comprehensive School Improvement in ELA and math for the California Dashboard). The overall increase was offset somewhat by lower than projected expenditures in Action 2 (decrease of \$2,801 for technology), Action 3 (decrease of \$19,149 for internships), and Action 6 (decrease of \$45,542 for CTE pathways due the late hiring of one teacher), Action 7 (decrease of \$69,152 due to changing staff funding for AVID), and Action 10 (decrease of \$53,605 for monitoring SWDs due to the lack of qualified candidate for vacant Instructional Specialist position).

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Eleven actions were implemented in 2019-2020 to prepare students for high school graduation and success in college and careers, however, the school closure in March 2020 led to challenges in student completion of CTE courses and internships. The successes of the actions were demonstrated by the increase in the Community School DASS one-year graduation rate (increased by 11.8% from 88.2% in 2018-2019 to 100%) and the increase in the Court School DASS graduation rate (increased by 6.1% from 89.5% in 2018-2019 to 95.6%) in 2019-2020. Successes were also reflected in the results on the California State Standards Implementation Reflection Tool, textbook sufficiency, and Aeries course scheduling reports for a-g enrollment, access to a broad course of study, and teacher certification/assignments

Successes included enrolling all students in abroad course of study (Action 1), integrating technology in core and elective classes (Action 2), and utilizing textbooks and instructional materials (Action 4) to meet their graduation requirements. These actions were successful the entire school year, including the time during the school closure. The school closure expanded opportunities to use technology and online learning. Alternative Education purchased and checked out laptops/Chromebooks and Kajeets/T-Mobile hot spots for students to use at home during online instruction based on surveys of technology needs at home. Google Classroom was the primary leaning management system from March through June 2020 and Canvas was introduced in the summer of 2020. Teachers used online resources, digital materials, and technology to engage students in learning (Actions 1, 2, and 4).

Our college and career readiness indicator did not improve as a result, in part, to the school closure. Implementing the hands-on activities was challenging in our CTE and Dual Enrollment classes during the school closure. With the closure of schools and businesses due to the COVID-19 pandemic in March 2020, the implementation of internships, testing for the food handler permits, and the new Workforce Readiness Certificate (Action 3) were put on hold. All students were enrolled in UC a-g approved courses, CTE pathways, UCR Dual Enrollment classes (Action 6), and

AVID (Action 7) at all sites through Zoom. The UCR Dual Enrollment courses, which were conducted using a hybrid model of in-person and online formats before the school closure, were moved online after March 13, 2020. However, fewer students completed the Dual Enrollment courses during the school closure from March 13 to May 30, 2020. On a positive note, Alternative Education's partnership with the University of California, Riverside-Extension Center to implement the Dual Enrollment Networking pathway for the Professional Certificate for Computer Technician was selected as the winner of the 2020 UPCEA (University Professional and Continuing Education Association) Engagement Award. UPCEA is the national professional membership organization for institutions of higher education who work in the continuing, professional and online education realm. The collaborative partnership between RCOE Alternative Education and UCR Extension Center was highlighted in an article entitled "Changing Futures" published in the first edition of Learn for Life. AVID was fully implemented at BGGRLC, DFKRLC, and Palm Springs Community School for students in grades 7-9. BGGRLC was recognized as an AVID showcase school on November 5, 2019 for the third consecutive year.

Alternative Education expanded classes, upgraded equipment, and increased work-based learning opportunities in the Food Service/Hospitality at DFKRLC and Palm Springs, Residential Commercial Construction/Construction Technology at BGGRLC, Welding at DLLRLC, Networking at ARLC, and Multimedia Production at VVRLC. These enhancements expanded opportunities for economically disadvantaged students, English learners, foster youth, and students with disabilities (who make up 94% of our student population) in contextualized and work-based learning, internships, and post-secondary education and careers. The Multimedia Production pathway was added in January 2020 through a second successful year of receiving the K-12 Strong Workforce Grant. However, the hands on learning experiences in food service, construction, and welding were hampered by the conversion to distance/online learning, which required a change in approach and support for students in remote/virtual learning environments.

Work-based certifications were successfully implemented for the first three quarters of the school year. Alternative Education purchased 200 of the State-Food-Safety Riverside County Food Handlers card training and exam vouchers for students in 2019-2020. The course includes different language options (i.e., English, Spanish, Tagalog, ASL, Mandarin, Korean, and Vietnamese). Course vouchers were assigned to students and they redeemed their vouchers to complete the course. When students successfully completed the course, and test, they earned the Food Handler Card/Certificate of Training. As of March 4, 2020, 34 students passed the Food Handler Permit exams. Alternative Education used 25 online transition assessments through JIST Gateway Career Solutions for students in WorkAbility. JIST Gateway's assessments, videos, and eBooks enabled SWDs to explore occupations, develop career plans, and improve job search skills, build essential soft skills and life skills, and receive periodic triggers prompting self-reflection and next-step actions. The school closure hindered student completion of work-based certifications due to the ramifications of conducting the assessments at home.

Alternative Education implemented a Workforce Readiness Certificate program in February 2020. A new Temporary Contract Management Employee (TCME) was hired for the Workforce Readiness Certificate program. The TCME provided instruction, guidance, and support to 12th grade students or 11th grade students who will graduate this year enrolled in the Workforce Readiness Certificate program. The program was implemented using an independent study format with weekly meetings with students to establish goals, schedule assignments on Edmentum/Plato, and to prepare students for the certificate exams. The ACT National Career Readiness Certificate (NCRC) included a sequence of three tests in applied math, graphic literacy, and workplace documents. A total of 12 students were enrolled in the Workforce Readiness program during the second semester of 2020.

During the fall of 2019, 34 8th and 9th grade students completed the PSAT 8/9 with a mean average reading and math score of 628 for 8th grade students (compared to 606 in 2018-2019) and a mean average reading and math score of 644 for 9th grade students (compared to 570 in 2018-2019). A total of 10% of the 8th grade students met both the ELA and math benchmarks on the PSAT 8 (15% met the ELA and 10% met the math). A total of 7% met the ELA benchmark on the PSAT 9. Students in the Court School had access to RCC's Accuplacer exam in order to enroll in online classes after high school graduation or completion of the High School Equivalency Test. A total of 56 students completed the Armed Services Vocational Aptitude Battery (ASVAB) in 2019-2020 in two administrations (30 in the fall and 26 in the winter) four critical areas of Arithmetic Reasoning, Word Knowledge, Paragraph Comprehension and Mathematics Knowledge, which count towards the Armed Forces Qualifying Test (AFQT) score. The AFQT score determines whether a person is qualified to enlist in the U.S. military.

College transition activities led by the new school counselor were successful the entire school year. The counselor worked with students in person (August 2019 to March 2020) and online after March 13 to help students complete their FAFSA, college applications, and explore post-secondary options (Action 8). The college kickoff events were well attended during the first semester and the UCR summer camp in June 2020 was held online due to the school closure and more students participated this year compared to prior years (Action 8). The school counselor supported all graduating students with their Free Application for Federal Student Aid (FAFSA) or the California Dream Act Applications (CADAA) as well as their post-secondary goals and plans. She created a website with information pertaining to FAFSA/CADAA completion, scholarships, college applications, career inventories and resources. The counselor held college kickoff events at all sites during the first semester that brought several colleges, career organizations, military personnel and resourceful community organizations to each school site where all students could participate and gather post-secondary information. These events resulted in four successful college enrollments, one military enlistment, and two job offers. Students throughout Alternative Education enjoyed six college visits to local community colleges and four-year universities during the fall of 2019 and four college visits in the winter before the school closure. Alternative Education reviewed Career Cruising and decided to replace it with College Next from the California College Guidance Initiative for the 2020-2021 school year.

Professional development was successful the entire school year and was enhanced during the school closure. All teachers and principals/administrators attended a week-long Summer Institute of Learning and Knowledge (SILK) in August 2019, Professional Learning Community (PLC) workshops every Wednesday (33 teachers, 20 instructional assistants, 20 principals/administrators), and off campus workshops for individual needs throughout the year. The SILK professional development in June included training on the Pearson iLIT ELA curriculum. The SILK training in August 2019 included training California School Dashboard, a presentation by the Stemulate Math team, training on the FAFSA, and training on adopted curriculum platforms by vendors including Pearson and Edmentum. Staff were also trained on administration of the Initial ELPAC. Teachers and paraprofessionals engaged in weekly PLC collaboration on Wednesdays throughout the school year. Monthly topics included review of student academic, behavior and attendance data/MTSS; Stop the Bleed training; training on new math support platforms including Imagine Math and ST Math; Stemulate Math; and administration of the Smarter Balanced Summative assessments. Teachers and staff were also provided professional development in the area of EL/ELD and students with disabilities which was facilitated by staff from WestEd. Each quarter, one PLC was designated for teachers to prepare progress reports, work on IEP progress reports, and score local assessments. A total of six teachers received math coaching from STEMulate Learning.

During the school closure from March 16 to the end of the school year, all PLCs and workshops were held online through Zoom. The use of Zoom for weekly PLCs was appreciated as it reduced travel time and costs. Teachers received in class (August to March) and online (March-May) coaching from the Coordinator of Instructional Innovation and Support and STEMulate math.

Formative assessments were implemented from August to March 13 using Accucess (Edmentum) in ELA and math and Interim Assessment Blocks (IABs). During the school closure from March through May, the IABs were not used due to the issue of installing secure web browsers on computers at home. We experienced some challenges with our monthly MTSS collaborative meetings to implement interventions to enhance student academic achievement and attendance (Action 9) during the school closure. The MTSS meetings were held as scheduled and interventions were developed for students based on the data, however, student participation in the distance/online intervention classes was sporadic across the sites despite home visits and ongoing parent/student contacts. Students with disabilities were supported by teachers, administrators the Instructional Specialist, the school psychologist (Action 10) the entire school year.

An analysis of the interventions implemented during MTSS collaborative meetings shows that 42% were in the academic domain, 43% in the social emotional/behavioral domain, and 15% in the attendance domain. An overall analysis across the three defined MTSS domains show that 37.5% of interventions yielded successful outcomes, 23.6% yielded unsuccessful outcomes, and 38.9% were inconclusive as a result of length of enrollment or time needed to observe growth. In the academic domain, 30% of interventions were successful, 26.7% unsuccessful, and 43.3% inconclusive. In the social emotional/behavioral domain 41.9% of interventions were successful, 19.4% unsuccessful, and 38.7% inconclusive. In the attendance domain 45.5% of interventions were successful, 27.3% unsuccessful, and 38.7% inconclusive. Grade classification by credit upon enrollment was successful the entire school year to provide students with accurate information on the timeline for graduation and to accurately define students for the cohort analysis for the DASS one year graduation rate (Action 9). Tutoring was implemented at all sites through contracts with two companies (A Tree of Knowledge and Focus Education online tutoring). Students had a choice of in person tutoring at the school site or online tutoring from any location from August 2019 to March 2020 (Action 9) and online from March to May 2020.

New automated reporting systems were created from Aeries to support students with disabilities (Action 10). Principals received weekly reports with information on SWDs with behavior that impeded learning as a means to address the affective domain of learning. The Court School Principals received 30-day enrollment reports to facilitate SWD transitions. A new walkthrough observation form was created for Principals to use to monitor the implementation of accommodations/modifications and instructional differentiating for SWDs in class to enhance learning. Principals received weekly reports of IEP due dates. RCOE Alternative Education's special education services did not have any data identified not compliant (DINC) or disproportionate data thus far in 2019-2020.

The High School Equivalency Test was an option for students who wanted an alternative to the diploma (Action 11). The High School Equivalency Test (GED and HiSET) was administered at Regional Learning Centers. Teachers provided test prep for the High School Equivalency Test. In 2019-2020, 52% of students passed the High School Equivalency Test (as of March 2020).

Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, 6

Annual Measurable Outcomes

Expected	Actual
Improve attendance by 1.5%.	Met/Exceeded. The attendance rate increased from 78.2% in 2018-2019 to 88% in 2019-2020. For the 2019-2020 school year attendance at the Court School was 97.2% and the Community School was 82.5%, and the combined rate was 88.0%.
Decrease chronic absenteeism by .05%.	Met/Exceeded. Chronic absenteeism decreased from 42.9% in 2018-2019 to 26.5% in 2019-2020.
Reduce suspensions in the Community School by 1.5%. Reduce suspensions in the Court School by .05%.	Met/Exceeded. The Alternative Education Community School suspension rate declined from 3.2% in 2018-2019 to 0.62% in 2019-2020. Met/Exceeded. The Alternative Education Court School suspension rate decreased from 0.1% in 2018-2019 to zero in 2019-2020.
Reduce middle school dropout rate by 0.25%. Reduce high school dropout rate by 0.10%.	N/A. The dropout rates were not reported last year.

Expected	Actual
<p>The percent reported as moderate and high on the CHKS on School Connectedness will increase by 5%.</p> <p>The percent of students responding that they feel very safe or safe will increase by 5%.</p>	<p>Improved but Not Met. The percent reported as agree/strongly agree on the CHKS on School Connectedness increased from 51% in 2018-2019 to 52% in 2019-2020, but did not improve by the expected outcome of 5%</p> <p>Improved but Not Met. The percent of students responding that they feel very safe or safe increased from 64% in 2018-2019 to 68% in 2019-2020, but did not improve by the expected outcome of 5%</p>
<p>Improve the percent of parents who agree on the Alt. Ed. Parent Survey on “The school promotes parent participation in school activities” by 1%.</p>	<p>Met. Alternative Education used the Self- Reflection Tool for Parent Engagement (Priority 3) provided by CDE. "Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels." It was rated as 4 – Full Implementation in 2019-2020 and 2020-2021.</p>
<p>Facilities will be maintained in good repair as indicated on the 2019- 2020 Facilities Inspection Tool.</p>	<p>Met. RCOE conducted the annual inspection of all school sites using the Facilities Inspection Tool which rates the condition of systems (gas leaks, mechanical, HVAC, sewer), interior rooms (surfaces), cleanliness (overall cleanliness, pest/vermin infestation), electrical (electrical outlets, switches, lights), restrooms/fountains (restroom cleanliness, sinks, toilets, drinking fountains), safety (fire safety, hazardous materials), structural (damage, roofs), and external (school grounds, windows, doors, gates, fences) and provides an overall rating of good, fair, or poor. All facilities were rated as in good condition.</p>
<p>Maintain at zero expulsions.</p>	<p>Met. Maintained at no expulsions in the Community School and Court School.</p>

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
<p>Action 1: Reduce student suspensions through the implementation of other means of correction that include counseling, behavioral health counseling, mentoring, and the use of Positive Behavior Intervention Supports (PBIS)/Restorative Justice that focus on developing safe, trusting, self-managing classrooms. Administer California Healthy Kids Survey. Implement the threat assessment/suicide prevention process to address social-emotional-behavioral issues. Continue the use of alternatives to expulsion.</p>	\$5,535	\$30,962
<p>Action 2: Improve student attendance in school through attendance incentives, home visits, support with home to school transportation issues, School Attendance Response Teams (SART) and regional quarterly School Attendance Review Boards (SARB). Provide support to students and their families with programs to assist with school attendance, positive behavior, and college admission requirements and financial aid through the school social worker</p>	\$112,402	\$234,180
<p>Action 3: Implement programs to enhance student health (mental health, emotional, physical). Implement behavioral/mental health counseling through contracted services for students in the Community School and Court School and through online coordinating services.</p>	\$143,565	\$171,165
<p>Action 4: Implement programs to support social- emotional learning and to connect students to school. Implement a student mentoring program for support with social-emotional learning and conflict resolution. Implement an after school performing arts program to connect students to school.</p>	\$220,541	\$177,200
<p>Action 5: Dis-continue the Community Diversion Team.</p>	0	0
<p>Action 6: Continue to implement a student transition program facilitated by the Coordinator of Student Transitions to track student movement, records exchanges, enrollment, and community re-entry. Continue to collaborate with probation, behavioral health, DPSS, and school districts on after care services for students.</p>	\$184,156	\$188,170

<p>Action 7: Continue to provide physical education and intramural athletic programs for students. Implement e-Sports after school club and team (computer gaming competitions) to motivate and engage students in school.</p>	\$289,553	\$292,098
<p>Action 8: Maintain clean and safe schools.</p> <ul style="list-style-type: none"> • Implement suicide prevention/crisis intervention plan aligned with AB 2246 for low income. • Implement trauma-informed care for positive classroom environments for low-income students. • Use student behavior information from Aeries as a part of the MTSS collaborative meetings. • Provide campus security (full-time campus security supervisors at each RLC). • Utilize contracted security company when subs are not available. • Contract with SRO at BGRLC. • Implement canine detection at all sites. • Implement Raptor Driver's License/ID Scanning software (six sites) • Maintain equipment (two-way radios, security cameras). • Provide student ID badge printing software for safety. • Maintain site alarm systems. • Provide training to the campus security supervisors. • Continue Crisis Go implementation and training. • Provide custodial services to maintain clean and safe facilities. 	\$1,588,888	\$1,628,569
<p>Action 9: Continue to implement counseling for student support in academics and behavior through a school counselor and contracted services by the Social Work interns. The academic behaviors that are essential for students in Alternative Education include student self-awareness, self-monitoring, and self-control as measured by on-track indicators of post-secondary readiness (attendance, course completion, grades, and conduct).</p>	\$151,908	\$185,638

Action 10: Implement parent communication through an automatic telephone system and Parent Portal through Aeries. Implement parent workshops to provide educational enrichment and support. Implement College Success, Parent Engagement Leadership Initiative (PELI), Nurturing Parents, and Triple P to enhance the participation of parents/guardians in school programs. Implement the College Success Parent University for Leadership and Academic Success (CSS) to support parents/guardians of socio-economically disadvantaged students, English learners, and foster youth with workshops based on a robust bi-lingual, bi-cultural, holistic, culturally relevant, motivational, educational, leadership-based curriculum that has a lasting impact on parents' ability to become full participants in their children's education and academic success. The goal of Parent University is to coach parents on the what, how, and why of educational engagement in their children's education.

Implement the Parent Engagement Leadership Initiative (PELI) workshops to support parents/guardians of socio- economically dis-advantaged students, English learners, and foster youth with a ten module series that prepares parent leaders to lead presentations at their own school site. Topics include parent engagement, positive parenting in public education, communicating, volunteering, learning at home, decision making, collaborating with the community, and the creation of an Action Team for Partnerships (ATP).

Implement Nurturing Parents to help parents/guardians of students with disabilities better understand their roles. The program is an interactive 10 week course that helps in strengthening the parents' relationship and bond with their children. Parents learn new strategies and skills to improve the behavior of their children. Implement Triple P for parents/guardians of students with disabilities. Triple P draws upon learning theory, developmental research on social competence, cognitive social learning theory, and public health and community psychology.

\$33,050

\$18,315

Action 11: Involve parents in decision-making and advisory functions for the purpose of program review and improvement in support of academic accountability. Implement parent activities and School Site councils (SSC), English Language Advisory Committee (ELAC), District English Language Advisory Committee (DELAC), and Parent Advisory Committee to involve parents in school decision making.

\$5,000

\$3,574

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All budgeted actions/services were implemented to support students, families, teachers, and staff. A total of \$2,734,598 was allocated for Goal 2 in 2019-2020 and the estimated expenditures were \$2,929,871. The difference in the initial 2019-2020 budget projection was \$195,273 more in expenditures overall due to increased spending in Action 1 (\$25,427 for contracted services to enhance student connection to school), Action 2 (\$122,000 for the school social worker and student incentives), Action 3 (\$27,600 for contracted mental health services), Action 6 (\$4,014 for student transitions), Action 7 (\$2,545 for eSports), Action 8 (\$39,681 for work to secure school sites), Action 9 (\$33,730 for additional social work interns). The overall increase was offset somewhat by lower than projected expenditures in Action 4 (\$43,341 VAPA program), Action 10 (\$14,735 for parent engagement), and Action 11 (\$1,426 for parent decision-making forums).

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Ten actions were successfully implemented in 2019-2020 to connect students to school in positive and safe learning environments (one action was eliminated from the original 11) as evidenced by the reduction in chronic absenteeism (decreased from 42.9% in 2018-2019 to 26.5% in 2019-2020) the lower student suspension rate (Community School suspension rate declined from 3.2% in 2018-2019 to 0.62% in 2019-2020 and the Court School suspension rate decreased from 0.1% in 2018-2019 to zero in 2019-2020), and the zero expulsion rate. The results on the California Healthy Kids Survey (CHKS) on School Connectedness (increased from 51% in 2018-2019 to 52% in 2019-2020) and school safety (students responding that they feel very safe or safe increased from 64% in 2018-2019 to 68% in 2019-2020) were also indicators of progress. The school closure in March 2020 led to some changes in program implementation.

The actions to reduce suspensions were fully implemented with successful outcomes (Action 1). The focus on the implementation of PBIS/incentives (Action 1), other means of correction using mental health counseling/services (Action 3), mentoring (Action 4), social work intern counseling (Action 9), and the work of the instructional specialist to provide in class support for teachers for student behavior intervention and staff development on Boys Town strategies reduced student suspensions for the second consecutive year. Alternative Education provided student mentoring through contracted services with Tyrone Montgomery and Valmont Consulting. Valmont Consulting provided the EnGauge Law Enforcement Career Development and Mentoring program. Mr. Montgomery mentored 83 students in the Community School during the first semester of the 2019-2020 school year. Mr. Montgomery provided mentoring for students who experienced grief, post-traumatic stress, depression, anger, anxiety, crisis, or neglect or abuse at home. Valmont Consulting facilitated the EnGauge Career Development and Mentoring Program for high school students of all grades to interact with Law Enforcement in a positive environment to build law enforcement career development, mentoring by law enforcement officers, and engagement in service learning opportunities. Students were assigned service hours to the community and law enforcement based field trips. Valmont consulting provided monthly mentoring to 60 youth in the Community School in 2019-2020.

The actions to improve student attendance were successful (Action 2). The school social worker, the comprehensive point system with incentives, bus passes for transportation to school, home visits by the school social worker and Sold Ground consultants, and SART/SARB meetings reduced chronic absenteeism for middle school students (Action 2). The school social worker met with 101 middle school students and completed an Attendance Success Plan with each student. Student engagement in distance/online learning was challenging from March 16 to the end of the school year due to issues associated with maintaining student focus and the distractions that occur while working from home. Improved student/data tracking enhanced student transitions (Action 6) and the intramural sports program and the addition of eSports motivated students to attend school (Action 7). Programs to connect student to school were successfully implemented (Action 2). Intramural sports, eSports, after school programs and contracted programs provided motivation to attend school. My1of1 provided a unique creative and experiential learning opportunity which engaged students in learning the importance of creativity, brand building and steps to starting a business. Community Now provided the Get Plugged In (GPI) program class once each week at Betty Gibbel Regional Learning Center (BGRLC) and Val Verde Regional Learning Center (VVRLC) that taught students positive coping and critical thinking skills using evidence-based theory, trauma informed care, and social-emotional learning techniques. The after school program at Arlington RLC engaged students in math tutoring and visual and performing arts aligned to the California performing arts standards of dance, music, theater, and visual arts. Special education staff focused on providing supports and resources to promote safe, positive environments. Specific support trainings were provided on effective vs. ineffective consequences, Boys Town and Total Transformation, the Whys of Behavior and Functionally Equivalent Replacement Behaviors (FERBs), alternatives to suspensions, and how trauma impacts behavior.

Our actions to implement behavioral/mental health were successful the entire school year based on the low suspension rates and the number of students who received services (Action 3, 4, and 9). During the school closure, telehealth behavioral/mental health counseling and services were implemented for students. In the Community School, behavioral/mental health services were provided by the social work interns (208 students received counseling) and Wylie Center counselors (298 students received counseling). The Court School, Riverside University Health Systems-Behavioral Health clinicians provided educationally related mental health services to students with disabilities and behavior intervention counseling to all students. Care Solace was available to all families to provide access to reliable, ethical and high-quality care, regardless of income level, and to ensure that each affected family member land in the right hands for their exact need and situation. Students, parents, and staff accessed Care Solace through a user friendly interface that is a private and secure URL link for anonymity and confidentiality. It includes parent advocacy in multiple languages, case management for staff and follow-through needed with parents, and a wait time and availability filter so there are no wait times for families. In addition, Care Solace is a confidential and strictly vetted community of care for substance abuse and mental health related issues that matches by age, gender, issue type, insurance, and location. Further, Care Solace includes a video chat capability for connecting with the intake team and for running verification of benefits, a direct link to clinical intake personnel, and micro sites making it easy for parents to compare treatment centers by viewing facility photos and staff bios. Care Solace has fully licensed treatment centers with a minimum of five (5) years in business and is JCAHO Accredited (Joint Commission on Accreditation of Healthcare Organizations) and CARF Accredited (Commission on Accreditation of Rehabilitation Facilities).

Our intramural sports program successfully engaged students from August 2019 to March 2020 with 240 students who participated in the intramural sports program in flag football, soccer, and volleyball. In the e-Sports after school club and team (computer gaming competitions), there were 23 students in the club and 13 students competed on the team. The Alternative Education eSports team competed in the Riverside

County tournament on December 7, 2019 and won one match. The eSports tournament was canceled in March due to COVID-19. Intramural sports were suspended for the remaining school year after March 16, 2020 (Action 7).

The actions to address student safety were successfully implemented (Action 8). Programs/Services such as the Alternative Education Suicide Prevention Plan, trauma-informed care, full-time campus security supervisors, school resource officer, and canine detection provided a comprehensive support system for students. The Raptor visitor identification system was implemented at all sites this year. New student identification card systems were purchased and implemented at all sites this year. Annual Williams facility inspections were completed for all the school sites.

Parent engagement (Action 10) improved in 2019-2020, but was challenging during the school closure. Parent workshops were provided in order to connect families with community resources that provide educational enrichment and support. Alternative Education implemented parent engagement and training programs that included College Success, Parent Engagement Leadership Initiative (PELI), Nurturing Parents, Triple P, and family health education services. The College Success Services (CSS) conducted 12 sixty-minute parent training workshops based on a robust bi-lingual, bi-cultural, holistic, culturally relevant, motivational, educational, leadership-based curriculum. In 2019-2020, Parent Engagement Leadership Initiative (PELI) workshops and college success events were implemented at all sites. A total of 44 parents attended the PELI events. Nurturing Parents was offered through the Alternative Education contract with Riverside County-University Health System Behavioral Health. Nurturing Parents was an interactive 10 week course that helped parents in strengthening their relationship and bond with their children. Triple P focused on learning theory, developmental research on social competence, cognitive social learning theory, and public health and community psychology. Online meetings with parents were scheduled during the school closure, but many parents were busy balancing their family needs and supporting the learning of their children at home during the school closure.

Parents attended SSC, ELAC, DELAC and PAC meetings to partake in school decision-making (Action 11). Parents participated in the School Site Councils (3 elected parents and 15 attended the meetings), English Learner Advisory Councils (16 parents, 10 students), and the District English Learner Advisory Council (11 parents), and PAC (11 parents).

Goal 3

English learners will acquire proficiency in English.

State and/or Local Priorities addressed by this goal:

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

Annual Measurable Outcomes

Expected	Actual
<p>The percent of English learners scoring Moderately Developed/Well Developed on the ELPAC will improve by 5%.</p>	<p>No scores for 2019-2020. The ELPAC was canceled by CDE in 2019-2020 due to the impact of COVID-19.</p> <p>The Community School English Learner Progress indicator on the California Dashboard was at 58.3% making progress towards English language proficiency in 2018-2019, which met the high (55% to less than 65%) status.</p> <p>The Court School did not have a significant number of English learners for this indicator in 2018-2019.</p>
<p>EL student growth on the TELL will improve by 5%.</p>	<p>Met. In the 2019-2020 school year, the percent of students with a performance level of High or Advanced on the test for English language learners (TELL) was 28.7%. This was up from 20.0% in the 2018-2019 school year. The growth was 8.7% which exceeded the stated goal of 5% growth on the TELL assessment.</p>
<p>EI reclassification will improve by 5%.</p>	<p>Not met. The EL reclassification did not improve.</p>

Expected	Actual
Reduce the distance from standard by 15 points on the Smarter Balanced Assessments in ELA.	No scores for 2019-2020. The Smarter Balanced Assessments were canceled by CDE in 2019-2020 due to the impact of COVID-19.
Reduce the distance from standard by 15 points on the Smarter Balanced Assessments in math.	No scores for 2019-2020. The Smarter Balanced Assessments were canceled by CDE in 2019-2020 due to the impact of COVID-19.
Certification to teach English learners (CLAD, BCLAD, or SDAIE/SB1292) will be maintained at 100%.	Met. Certification to teach English learners (CLAD, BCLAD, or SDAIE/SB1292) was maintained at 100%.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Provide instruction in English language acquisition in designated ELD classes. Provide integrated ELD and literacy skills in reading comprehension, academic writing, and speaking in all core content classes. Implement the TELL. Purchase newcomer materials for beginning EL students.	\$126,432	\$89,826
Implement universal design for learning (UDL), personalized learning, and instructional scaffolds (Thinking Maps, sentence starters, and response frames) with support from the Coordinator of Instructional Innovation and Support.	\$63,072	\$193,487
Continue implementation of a systematic assessment, reclassification, and progress monitoring process for English learners. Analyze data on EL students to monitor progress and use the reclassification process to reclassify students.	\$7,581	\$2,500

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All budgeted actions/services were implemented to support students, families, teachers, and staff. A total of \$197,085 was allocated for Goal 3 in 2019-2020 and the estimated expenditures were \$285,813. The difference in the initial 2019-2020 budget projection was an increase of \$88,728 in expenditures overall due to increased costs in Action 2 for personnel (Coordinator of Instructional innovation and Support position).

A description of the successes and challenges in implementing the actions/services to achieve the goal.

All three LCAP actions were implemented to improve English learners in acquiring proficiency in English. Action 1 and 2 were successful as evidenced by the results on the Test of English Language Learners, which was the only English language assessment due to the cancelation of the ELPAC by CDE in 2019-2020 as a result of the impact of COVID-19. In Action 1, English learners received designated and integrated ELD based on their language proficiency level from qualified teachers. The core instructional program in designated and integrated ELD was structured according to the three premises in the California ELD Standards. Designated ELD instruction was focused on allowing EL students to interact in meaningful ways through three communicative modes; collaborative, interpretative, and productive. Integrated English Language Development instruction was provided using the state adopted ELD standards in tandem with the state adopted academic content standards. Integrated ELD was provided to English learners in the core content class and instruction for EL students in ELD, ELA, and math was provided by teachers using small group and personalized instruction. All Alternative Education teachers possessed certification to teach English learners (CLAD, BCLAD, or SDAIE/SB1292).

Under Action 2, teachers used the ELD Standards to prepare learning and language targets for instruction. The Coordinator of Instructional Innovation and Support provided workshops on Explicit Direct Instruction, Universal Design for Learning (UDL), differentiated instruction, and targeted in-class support/coaching to teachers. A contract with Novak Consulting was initiated in January 2020 to train administrators, teachers, and instructional assistants on Universal Design for Learning. A UDL webinar and a series of six Early Adopter Webinars were held from January through May 2020. In addition, a UDL course was offered to five staff members. Next year, Novak Consulting will provide staff development in UDL for two days during SILK and at monthly PLCs. In-class coaching on UDL practices will also be implemented.

Under Action 3, the reclassification process was implemented, however, EL students did not meet the reclassification criterion for performance-based skills in English based on a curriculum score on the Accucess indicating ability based on a criteria of a minimum value of 1.99 negative variance from grade level and all values at or above grade level meets the criteria for reclassification.

Goal 4

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

State and/or Local Priorities addressed by this goal:

State Priorities: 9, 10

Annual Measurable Outcomes

Expected	Actual
Maintain at full implementation and sustainability. Second year of Triennial Plan (2019- 2021) for serving Expelled Students.	Met. The Second year of Triennial Plan (2019-2021) for serving Expelled Students was maintained at full implementation and sustainability.
Maintain at full implementation and sustainability. Continue Student Referral process established through contracts with school districts.	Met. The Student Referral process established through contracts with school districts was maintained at full implementation and sustainability.
Maintain at full implementation and sustainability. Continue Partial Credit MOU with school districts.	Met. The Partial Credit MOU with school districts was maintained at full implementation and sustainability.
The average ranking on the five point scale for the eight program components will be 4.5-full implementation and sustainability.	Met. The average ranking on the Foster Youth Coordinated Service Program Component Survey (five point scale for the eight program components) was maintained full implementation and sustainability.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Action 1: Provide classroom-based program and independent study program through the Community School for expelled elementary school students, middle school, and high school students, including parenting teens and Safe House, from school districts in Riverside County.	\$4,434,745	\$4,191,632
Action 2: Implement the educational program and interventions in the Court School.	\$1,947,227	\$1,774,662
Action 3: Coordinate Foster Youth services for Riverside County. Work with school districts, Probation, and DPSS in Riverside County to support foster youth with high school graduation, college and career readiness, school stability, and transitions/placements. Track foster youth data through the CWS/CMS and a new data tracking system. Facilitate quarterly interagency meetings with school districts and agencies in Riverside county. Work with the school districts, DPSS, and Riverside County Probation to implement the foster youth transportation MOU for the Every Student Succeeds Act (ESSA). Provide workshops and conferences to school district staff on foster youth laws. Train districts on implementing strategic tutoring, mentoring, counseling, and computer camps. Support districts with LCAP priorities for foster youth.	\$262,486	\$313,068
Action 4: Work with school district staff to increase foster youth graduation rates and college and career readiness through the work of three counselors and contracted Resource Specialists from Riverside Community College. Build district capacity on compliance with AB 490 and AB 216 evaluations. Train district staff on grade and credit protection/partial credit issuance. Train and support districts with college and career transition services such as the CHAFEE Grant, FAFSA, college applications, warm hand off to college, and educational case management. Work directly with counselors of high school seniors to build their capacity to ensure appropriate scheduling, access and enrollment in appropriate courses including UC a-g, Honors and AP courses, access to extracurricular activities, and accurate transcript evaluations.	\$814,714	\$762,628
Action 5: Provide educational support services and case management for foster youth through two counselors and one Attendance Registration Technician in Riverside County in partnership with the Riverside County Department of Public Social Services (DPSS). Implement trainings and support for caregivers and staff within DPSS, behavioral health, partner agencies and the 23 school districts.	\$572,781	\$291,454

Action 6: Support school districts with student transitions through a school social worker. Support foster youth with school stability and school of origin through the ESSA transportation MOU. Support school districts in tracking foster youth exits and enrollments. Support districts in the analysis of foster youth school enrollments in order to identify student needs related to attendance, behavior, and academics that result from excessive transitions.	\$130,223	\$115,876
Action 7: Provide trainings to build district capacity to support the social-emotional and behavioral needs of foster youth in Trauma Informed Care and building a district Foster Youth Mentoring Team.	\$1,000	\$10,000
Action 8: Provide differentiated assistance to the school districts in Riverside County for foster youth.	\$30,000	\$29,499
Action 9: Implement a foster youth data tracking system with the school districts, Probation, and DPSS.	\$60,000	\$87,240

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

A total of \$8,253,176 was allocated for Goal 4 in 2019-2020 and the estimated expenditures were \$7,576,059. The difference in the initial 20192020 budget projection was \$677,117 less in expenditures overall due to reduced spending Action 1 (\$243,113 less for the Community School program due to lower than projected costs for staff), Action 2 (\$172,565 less for the Court School for lower than projected costs for staff), Action 4 (\$52,086 less than expected costs for the Rising Scholars event and canceled Dual County Foster Summit), Action 5 (\$281,327 less due to vacant social worker position), and Action 6 (\$14,347 less due to costs for program materials). The overall decrease was offset somewhat by higher than projected expenditures in Action 3 (\$50,582 for increased costs to coordinate services with school districts) and Action 7 (\$9,000 for increased costs for supporting school districts with differentiated assistance).

A description of the successes and challenges in implementing the actions/services to achieve the goal.

All nine actions were implemented successfully as evidenced by the outcomes on the Priority 9 Expelled Student Plan Self-Reflection Tool and the Priority 10 Coordination of Foster Youth Services Self-Reflection Tool along with the data on student transitions. The number and percent of students who successfully transitioned from the Community School in 2019-2020 was 298 (93%) of exiting students (verified as enrolled in another school (public or private), state, or country) (Action 1). Classroom-based instruction was provided to 524 students over the course of the school year in the Court School for middle school and high school students in the four Riverside County Probation juvenile halls/YTEC. The number and

percent of students who successfully return to their district of residence from the Court School in 2019-2020 was 492 (94%) of exiting students (verified as enrolled in another school, public or private, state, or country) (Action 2).

Foster youth staff coordinated services with the 23 school districts, DPSS, Probation, and RCC (Action 3) and staff collaborated with the 23 school districts to increase foster youth graduation rates and college and career readiness (Action 4). For the third consecutive year, Riverside County's graduation rate for foster youth increased and the dropout rate decreased. Our four-year Adjusted Graduation Rate increased from 66.3% in 2018-2019 to 72.3% in 2019-2020. Our FYSCP outperformed the 10 largest counties from 9.2% (OC) to 22.2% (SD). Of the 57 counties in California, we surpassed 52 counties. Of the five counties with higher graduation rates, four were only .9% to 1.3% higher than Riverside County. Riverside County won the first round of the John Burton Advocates for Youth (JBAY) FAFSA Challenge for the large county category with a FAFSA completion rate of 84.86% for the second consecutive year. Although, we also won the second round of the JBAY FAFSA Challenge for the large county category with a completion rate of 78.49%, school closures made completing FAFSAs more difficult during the weeks when schools were closed. The inability to meet with students during this time created challenges with completing FAFSAs virtually once distance learning was offered (Action 3 and 4).

FYSCP worked with districts to increase the capacity of district staff through trainings on foster youth laws, high school graduation, and college and career readiness (Action 4). The Rising Scholars event in January 2020 was successful with approximately 100 foster youth in attendance from school districts in Riverside County. Due to the stay-at-home order, FYSCP staff had to cancel in-person interagency meetings and reschedule for virtual meetings through zoom. It was a challenge to move to a virtual format for the first time. However, this change provided an opportunity for districts to attend online (Action 4). FYSCP worked with DPSS to implement trainings and support for caregivers and staff within DPSS, behavioral health, partner agencies and the 23 school districts (Action 5). The extended vacancy of the school social worker position resulted in fewer foster youth served in collaboration with DPSS. Due to school closures, case management staff were unable to meet with schools, caregivers, and students in person. Case management staff redirected their work to ensure students on their caseloads and newly referred were able to access distance learning. Educational support services were difficult to provide as the districts themselves were struggling to establish distance learning and other school related protocols and procedures. A plan to implement a digital file system was implemented to address this issue (Action 5).

Foster Youth were supported with school transitions and the ESSA Transportation MOU was implemented in collaboration with DPSS, Probation, and the districts in Riverside County (Action 6). Trauma informed care was provided to districts through multiple in-person and online trainings (Action 7). Differentiated assistance was provided to those districts that qualified based on their dashboard data. FYSCP supported districts by providing consultation on how districts could best support students that moved between schools, districts and sometimes between counties during the optional distance learning time (Action 8). Implementation of the Educational Passport System began in the summer of 2019. The Riverside County Office of Education was the first educational entity to configure the system for use in Riverside County. By October of 2019, three districts had gone through the implementation and had been fully trained to serve as a pilot. The Foster Youth Services Coordinating Program hired a Coordinator of Foster Youth Integrated Data Systems and Reporting, to expand and enhance our data and information systems, including the implementation and management of EPS. Upon successfully piloting EPS with those districts, the FYSCP expanded implementation to now include one additional fully integrated district with 12 additional users trained, and six more in various stages of implementation and training. Ongoing staff development on usage of the system was offered throughout the year (Action 9).

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Certificated Instructional and Administrative Staff Costs. Contributing by coordinators, teachers, and IAs who provide instruction, support, and intervention services/programs to low income, EL, and Foster Youth (extra-duty hourly for teachers to build lessons, MTSS data teams, intervention courses and additional learning time for students).	3,947,342	\$1,316,443	Yes
Classified Employee Staff Costs. Contributing by instructional assistant support for intervention courses and additional learning time for students.	\$1,973,671	\$294,505	Yes
Textbooks, Instructional Materials, Supplies.	\$278,935	278,935	No
Technology Equipment and Resources.	\$401,389	\$411,002	No
College and Career Readiness (CTE Pathways, Dual Enrollment, Contracts). Contributing by school counselor and contracted services for college transition activities.	\$456,847	442,502	Yes
Professional Development. Contributing by contracts and professional learning/forums such as UDL.	\$13,940	13,940	Yes
Improving Attendance, Campus Climate, Intramural Sports. Contributing by school social worker to support student attendance in school.	\$53,275	41,342	Yes
Safe and Clean Facilities.	\$504,479	\$654,386	No
Parent Involvement Programs.	\$38,129	38,129	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

There was a substantive difference (\$4,176,823 less) in the planned actions due to schools remaining in distance/online learning with small cohorts from July 1, 2021 to April 2, 2021 and hybrid instruction from April 5 to May 27, 2021. The costs for certificated, classified, and administrative staff were initially budgeted on this section of the plan for one semester of the 2020-201 school year based on the assumption that we would return to in-person and on-site instruction in the second semester. The budgeted costs on this plan were changed due to the continuation of distance/online learning the entire school year. Half of the costs for six certificated central office administrators and six principals who provided on-site supervision were included in this section along with the costs for five temporary contract teachers who were hired to provide on-site and in-person limited and targeted instruction and assessment (ELPAC/CAASPP) for students in small cohorts from January 4 to mid-March 2021. The costs of teachers and classified staff working in small cohorts in the winter and in hybrid instruction from April 5 to May 27 were included. Half of the costs for one classified administrator who provided on-site support to students were included in this section. The budgeted costs for safe and clean facilities were higher due to the purchase of PPE and the cleaning requirements during the pandemic.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

The Alternative Education (Community School, Court School) operated distance/online learning as the primary form of instruction from the beginning of the school year to the present. In November 2020, small cohort on-site and in-person limited and targeted instruction/assessment was implemented. Temporary contract teachers (5) were hired to support on-site and in-person small cohort instruction in January 2021. The small cohort on-site and in-person instruction/assessment was implemented using current guidance from local health officials and state agencies and was subject to change as the situation evolved. The number of students who participated in the on-site and in person instruction across the six Community School sites totaled between 50 and 75 students (out of a total school population of 231 enrollment) during the second semester. Successes and challenges were derived from the input provided by students, parents, and staff at LCAP stakeholder meetings, Parent Advisory Committees, District English Learner Advisory Committees, English Learner Advisory Committees, School Site Councils, and through the California Healthy Kids Survey.

The main challenge with in-person instruction involved the time required for implementing COVID-19 safety protocols and contact tracing. The protocols were extremely important and a high priority and they required concentrated focus to implement with fidelity.

The staff were successful in implementing the COVID safety protocols and contact tracing. Parents and students appreciated the small cohort in-person instruction. Staff members were required to complete the RCOE online self-screening questionnaire or to complete it immediately upon their arrival at work. Any staff who exhibited COVID-19 symptoms reported to their supervisor and were released to go home. Staff work areas and personal supplies along with common high contact areas were immediately disinfected by designated staff after the ill staff member left for home. Staff reported COVID-19 exposure to Risk Management. Staff who received a notification that they tested positive for COVID-19 were required to stay home, quarantine for 14 days from the date of their test. Staff provided the date of testing to principal for documentation by end of the week of testing. Staff who self-reported positive test results followed RCOE policy and notified Risk Management.

Parent and student agreement were required for on site and in-person instruction/assessment. Parents screened their children before leaving for school and to kept students at home if they had symptoms consistent with COVID-19 or if they have had close contact with a person diagnosed with COVID-19. Parents completed the daily On-Site Instruction and Assessment Health Screening Questions each day before the student was allowed on site. Students checked their temperatures with no-touch thermometers as they entered campus. Students washed or sanitized hands as they entered campus and wore a face covering all day. Principals conducted wellness checks throughout the day. When a student required medical attention, the teacher called the principal. The principal assessed the student and immediately isolated the student in the designated isolation area. The principal designated a different bathroom for students with COVID-19 symptoms to use until the student departed from the school site. Staff informed parents to pick up the student and escorted the student with COVID-19 symptoms to the parking lot upon parent arrival after confirming the identification of the parent/guardian/designated adult.

The principal documented any student presenting with COVID-19 symptoms and communicated the length of the isolation/self-quarantine period. The principal completed and submitted the School COVID-19 Contact Line List for a person who tested positive for Coronavirus disease (COVID-19) and sent the completed form to RIVCO-Schools@ruhealth.org. Student desks, personal supplies, and common high contact areas were immediately disinfected by the custodian or principal after any student had been placed in isolation. Staff notified families immediately of any cases of COVID-19 while maintaining the confidentiality/privacy of the students who were infected with any illness.

Staff and students were required to wear face coverings while at school, plastic face shields, maintain social distancing of six feet between others, and wash hands regularly throughout the school day. Hand sanitizer was also available. All standard PPE, including hand sanitizer, disposable masks, gloves, gowns, booties, face shields, and disinfecting equipment were procured, stocked, and delivered by the warehouse. Principals monitored stock levels and placed work orders as necessary for replenishment. Principals ensured that teachers and staff had the proper supplies necessary as deemed by program requirements. Principals ordered enough program specific PPE to have a 60-day supply on hand and tracked usage in order to order to allow proper lead-time for delivery. Plexiglas shields were installed at all transaction counters and anywhere staff workstations could not be positioned in a way to mitigate six foot of separation. In addition, one rolling barrier was provided for each site, and desktop barriers were be provided as requested, up to one per staff desk/table, to meet the specific needs of each program. Sites supported by RCOE custodial staff were cleaned and disinfected daily. The number using the bathroom at any one time was limited to one to allow proper social distancing requirements. Visual markings on the floor were used for spacing students to adhere to national social distancing requirements in classrooms that require movement. A daily record of all students and staff on campus was maintained for contact tracing. All RCOE locations were closed to non-essential visitors.

Principals scheduled small student cohorts for on-site/in-person instruction/assessment, minimizing the amount of staff at each site on a daily basis. Youth and supervising adults in one cohort did not physically interact with youth and supervising adults in other cohorts, other staff, or parents of children or youth in other cohorts. Cohorts were limited to no more than 14 children and youth and no more than two supervising adults, or a configuration of no more than 16 individuals total (children and youth or adults) in the cohort.

Special education continued to meet timelines established by IDEA and federal and state guidelines. There were no IEPs or psychoeducational evaluations found out of compliance because of school closures or delays in reopening. While schools were closed, a hybrid approach was used for evaluations. Record reviews were completed when previous evaluation data was not available in combination with using current local assessments, conducting parent, teacher, and student interviews via phone when possible. Teachers and parents provided rating scales

completed on-line (for those with internet access), others were mailed home with phone follow up. Testing of students took place on campus via schedule appointment day(s). Prior to testing psychologist sanitized testing materials using Lysol spray or other cleaning products/wipes. Examiners will wore mask and/or face shield as well as the student. Students were provided with hand sanitizer prior to and after handling of materials. Reports included acknowledgement that results from questionnaires may not be accurate due to changes in circumstances resulting from COVID-19. IEP meetings were held via Zoom or in a room that allowed for social distancing. For meetings held in person, masks and hand sanitizer were provided, and all areas wiped down previous to meeting with seating arranged six feet apart

**Distance Learning Program
Actions Related to the Distance Learning Program**

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Certificated Instructional and Administrative Staff Costs. Contributing by administrators, teachers and IAs who provide support and intervention services/programs to low income, EL, and Foster Youth (online intervention courses and additional learning time for students).	3,947,342	\$6,503,492	Yes
Classified Employee Staff Costs. Contributing by instructional assistant support for intervention courses and additional learning time for students.	\$1,973,671	\$3,208,489	Yes
Textbooks, Instructional Materials, Supplies.	\$278,935	\$245,967	No
Laptops, Kajeets, T-Mobile Hot Spots, Headphones for Online Instruction/Learning at Home and Interactive Televisions, Computer Microphones, and Computer Cameras for Online Instruction in the Court School.	\$401,389	\$411,002	No
College and Career Readiness (CTE Pathways, Dual Enrollment, Contracts). Contributing by school counselor and contracted services for college transition activities.	\$456,847	\$442,502	Yes
Professional Development in Canvas, Online Instruction, and UDL. Contributing by contracted services and professional learning/forums such as UDL.	\$13,940	\$15,000	Yes
Improving Online Attendance and Student Behavior. Contributing by school social worker to support student attendance in school.	\$53,275	\$45,595	Yes
Safe and Clean Facilities.	\$504,479	\$654,386	No
Parent Involvement Programs.	\$38,129	\$17,481	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

There was a substantive difference (\$3,875,907 more) in the planned actions due to schools remaining in distance/online learning with small cohorts from July 1, 2021 to April 2, 2021 and hybrid instruction from April 5 to May 27, 2021. The costs for certificated, classified, and administrative staff were initially budgeted on this section of the plan for one semester of the 2020-201 school year based on the assumption that we would return to in-person and on-site instruction in the second semester. The budgeted costs for personnel on this plan were changed due to the continuation of distance/online learning up to April 2, 2021, with the exception of costs for on-site small cohort limited and targeted instruction and assessment and hybrid instruction from April 5 to May 27. The budgeted costs for safe and clean facilities were higher due to the purchase of PPE and the cleaning requirements during the pandemic.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Continuity of Instruction

Distance/Online instruction was successfully implemented from the first day of school (Court School July 1, 2020 and Community School August 17, 2020) until the present time. Successes and challenges were derived from the input provided by students, parents, and staff at LCAP stakeholder meetings, Parent Advisory Committees, District English Learner Advisory Committees, English Learner Advisory Committees, School Site Councils, and through surveys such as the California Healthy Kids Survey and LCAP Priority 3 Parent Survey.

Challenges with distance/online learning included distractions from learning at home, support from parents/guardians who were working from home and managing other children in the household, less supervision due to parents working at their job locations, and COVID-19 and medical circumstances in the family at home that impacted student learning. Furthermore, all students did not take advantage of the resources that were available (i.e., tutoring, office hours, etc.), connectivity/technology issues at home that interrupted learning, and the disconnect that occurred from a lack of teacher and student face to face in-person and on-site instruction. Student engagement in online learning typically declined in the afternoon in the 5th and 6th period courses due to fatigue. Monitoring Exact Path pre-/post-tests was challenging. Supervising students during the test was difficult. Distance/Online learning challenges specific to the juvenile Court School environment included the need to install additional firewalls/internet filters for security and cameras and microphones in the classroom for remote whole class instruction by the teacher on Zoom as students were supervised by Probation staff. These challenges were addressed by staff through multiple approaches which contributed to an overall successful distance/online experience for students. Moreover, teachers gained new insights on technology tools and applications.

Successes included the implementation of Canvas and Zoom as the online learning platforms, the development and implementation of online course descriptions in the core content areas, units of study, and lessons from the summer of 2020 throughout the school year, and administration of new assessments (Exact Path in ELA, reading, and math) and the Test of English Language Learners (TELL) in the virtual environment. The lessons were designed for each setting (onsite, remote, hybrid, and independent study).

The Community School and Court School successfully implemented synchronous/asynchronous online learning using Canvas and/or Zoom. Community School and Court School teachers used Zoom/Canvas for synchronous whole class-instruction and breakout rooms for 240 minutes per day, five days each week from 8:00 a.m. to 12:00 p.m. Plato/Edmentum was used for elective classes/credit recovery during asynchronous learning in the afternoon from 12:30-3:00 p.m. The daily online schedule consisted of one hour of ELA/ELD and one hour of mathematics along with the courses based on student needs in history/social science, science, visual/performing arts, foreign language, physical education, and electives. Daily teacher office hours provided support for students with disabilities and English learners, and students needing intervention in ELA and math.

The Canvas courses in the core subject areas were successfully implemented during online synchronous instruction. The online lessons included streamlined activities with scaffolds to teach the concepts and skills in reading, writing, vocabulary, and language conventions standards. Lessons incorporated customized videos to support each component with whole-class lessons and small-group work (for in-person or Canvas/Zoom breakout rooms) and UDL, ELD, and differentiation. All materials from the adopted textbooks are converted into PDFs and included in Canvas for teachers and students convenience. All student work was created in Google Docs to provide students with auto generated student copy that could be edited by the students and submitted to the teachers. The lessons were designed to be flexible – teachers could substitute activities with their creative activities to support the substituting lesson components.

Online courses in Dual Enrollment and Spanish (world language) provided access to all students at all sites in the Community School and Court School. Students enrolled in the UCR-Extension Center Dual Enrollment history/science and CTE Networking Pathway used the ELEARN online platform and students enrolled in Spanish/AP Spanish used Zoom. Alternative Education collaborated with Educational Services to implement three artists in residence programs for Community School and Court School. This year, 11 students were enrolled in the Dual Enrollment history courses.

Successes included flexibility to teach and learn in new ways such as new online tools resources to reach out to students, creativity in designing lessons in Canvas, and different ways for teachers and instructional assistants to interact with students during synchronous instruction and during teacher office hours. Students were able to focus on learning with minimal behavior issues. Lesson pacing was adjusted and some students enjoyed being able to pace their learning. The use of technology and online resources increased exponentially. Staff and student improved their technological skills and fluency in the use of Canvas, Zoom, Google Docs, Jamboard, Padlet, and online embedded tools within the curriculum. Students increased their confidence in virtual learning and use of Edmentum/Plato for credit recovery.

Teachers successfully implemented Universal Design for Learning and culturally responsive teaching in their online instruction. Teachers implemented students with on-line lessons within the framework of Universal Design for Learning, which addresses multiple learning modalities. Teachers provided multiple ways for students to engage in learning by promoting individual interest and choice in resources and topics, options for collaboration and feedback, and supporting self-regulation and access to content/information (e.g., auditory or visual supports that clarify information). Teachers provided students with multiple means of representation by allowing students to choose options for perception, language and symbols, and comprehension. Teachers created options for action and expression by providing multiple ways for students to express what they learn (e.g., verbally, in writing, in drawing, through physical demonstration). Teachers connected student cultural assets and references to academic concepts and skills, used online and print resources that encouraged student reflection on their own lives and society, supported student cultural competence by facilitating learning about their own and other cultures, and pursued social justice through critiques of discourses of power.

Teachers integrated equity content through exploring issues of race/ethnicity in history/social science and language arts classes. Students learned historical examples of conflict, injustice, and discrimination to teach tolerance, social skills, and civic responsibility.

Some students were more successful in online learning. Being online increased the attendance of a few students that had transportation issues in the past. Office hours allowed small group and tutorial sessions to happen with more ease. Students responded well to counseling and therapist services offered via zoom. Small cohort instruction onsite yielded benefits as students who attend those small cohorts passed their courses and obtained the credits. IEP meetings were well attended by parents regardless of them being via Zoom and signatures were obtained using an electronic signature process available through the Student Education Information System (SEIS). Seniors remained on track to graduate and completed their Senior Portfolios.

Implementing the CTE pathways (Food Service/Hospitality at DFKRLC and Palm Springs, Residential Commercial Construction Technology at BGGRLC, Welding at DLLRLC, Computer Networking at ARLC, and Multimedia Production at VVRLC) was challenging due to scheduling the classes and implementing the hands on learning activities. CTE classes were typically scheduled in the afternoons due to the priority with core content classes that were scheduled in the morning. In addition, materials for the Culinary Arts and Construction pathways had to be picked up at school for the students to use at home. Welding relied on virtual simulated experiences. CTE enrollment this year was similar to last year with 10 students in CTE Dual Enrollment Computer Networking, 15 students in Residential Commercial Construction Technology, 21 students in Food Service/Hospitality, 10 students in Multi-Media Production, and eight students in Welding.

The school counselor provided students with online support and resources through on-line FAFSA meetings and through her website with links to the FAFSA, scholarships, college applications, and career opportunities. Our after school performing arts and tutoring program provided an online program this year and engaged students in music, theater and visual arts classes based on the performing arts standards. An online Saturday writing workshop by Endeavor provided an enriching program for students.

Access to Devices and Connectivity

Student access to devices (laptops/Chromebooks), internet connectivity (Kajeets/hotspots), and online learning management systems and supports were successful. Hot spots were a challenge to work with for some students that lived in areas where WiFi access was limited. Some students found ways to circumvent the firewalls/filters with proxy servers which had to be addressed to ensure safety. When students experienced difficulty with their hotspots, they were exchanged for different devices. When students experienced an issue with their applications, they contacted our help desk for support.

Successes included the deployment of laptops/Chromebooks, Kajeets/hotspots, and textbooks to students to use at home for distance/online instruction to ensure a 1:1 ratio of students to devices along with the implementation of Canvas and other applications to support virtual instruction. Our student Google email accounts served as the central hub for online learning which created a simplified way of communicating information home to the students. Systems were integrated for single credentials and logon: Google, Canvas, Edmentum (Courseware and ExactPath require a single login), Savvas, ConnectED, Sora, and STmath.

A tech support icon was added to the Alternative Education webpage for students and parents to access when they experienced technical issues at home. Gaggle was added to ensure the safety of students by combining machine learning technology with real people who review questionable and suspicious content in online file storage, inbound and outbound email, attachments, links to websites, and in other tools.

Aeries Communications, also known as ParentSquare, was added which enabled, beyond telephone calls, text messages, and email communication, push notifications, online flyers, event registrations, and secure document delivery and signatures. With Aeries Communications, everything from mass messaging to one-on-one conversations are under one umbrella. With automatic notifications for attendance, grades and behavior, we can help keep things on track. Aeries Communications provided automatic translation, group collaboration tools and data insight into what is working. Aeries Communications provided parents with an easy way to receive urgent messages, stay up-to-date on school activities and contact their child's teachers.

Pupil Participation and Progress

The daily online synchronous class schedule of 240 minutes (Monday – Friday) was successfully implemented all year. In the Court School, Probation supervised the students in classroom settings as the teacher zoomed in from home. Community School students attended remote/online classes for four hours (240 minutes) each day by logging on to the online classroom each day or by completion of printed classroom assignments/assessments that were submitted to the school/teacher.

Challenges included the difficulty with monitoring student engagement when they did not turn their cameras on during synchronous online instruction. Afternoon instructional time was challenging to maintain student engagement during teacher office hours for ELD, one-on-one instruction, and asynchronous classes and credit recovery courses. Teachers, instructional assistants, principals, and central office staff made a concerted effort to monitor and support student attendance and engagement in online learning. Campus security supervisors were re-purposed and supported the monitoring of student attendance and conducted home visits and wellness checks.

Teachers documented student attendance in online learning each school day using Aeries and communicates with parents/guardians on a daily basis when the students did not attend online learning. School staff communicated on a weekly basis with parents on student academic progress. Staff communicated with parents when students are absent through telephone calls, emails, and home visits. The Attention to Attendance letters were mailed home for student absences.

Successes included quickly addressing log in issues and the use of Zoom breakout rooms, where students were more willing to engage and share screens (breakout accountability time, show me your work). The small on-campus cohort groups were successful as the students wanted human interaction. Home visits were successful in providing technology devices, breakfast and lunch meals, incentives, and additional materials needed at home for learning. Home visits kept that connection with students. Students learned new online skills in order to participate (e.g., breakout rooms and Jamboard) and teachers acquired new ways to keep students connected. Parent communication improved with existing (Aeries Parent Portal) and Aeries Communications.

Teachers measured student learning and progress through multiple assessments that included online class assignments, projects, quizzes, and teacher developed tests. Online formative assessments (Exact Path ELA and math pre-/post-tests, Test of English Language Learners) were administered to measure student learning and progress. The Smarter Balanced Interim Assessment Blocks (IABs) were not administered in ELA and math due to issues with taking and monitoring student completion of the test and home. Teachers monitored student participation in Plato/Edmentum, tracked time in each module, and scores on exams for each course module. Administrators/Principals used the teacher links to Canvas and Zoom sessions in order to virtually monitor live instruction to support teachers and provide feedback. Principals monitored student work completion and graded assignments/tests as recorded by teachers in Aeries Gradebook using automated grade reports received through email. Parents/Guardians monitored their child's learning using Parent Portal.

Distance Learning Professional Development

The implementation of online professional development was successful as evidenced by participation in the workshops and coaching sessions, the feedback from the California State Standards Implementation Reflection Tool (average rating of 4-full implementation), and the observations of the implementation of Canvas, Zoom digital resources, and UDL. Teachers and instructional assistants appreciated the focus on UDL, which aligned effectively with online learning. The Summer Institute of Learning and Knowledge (SILK) week was held from August 10 through August 14 with staff development on Universal Design for Learning, Canvas and online instruction, and the Exact Path ELA and math assessments. PLCs focused on Canvas, Universal Design for Learning (UDL), and MTSS. Teachers received coaching in UDL from Novak Consulting and in ELD from WestEd. Teachers (13) participated in the five (2 ½ hour) Equity Agency Institute workshops on Tuesdays during February and March 2021. The Equity Agency Institute included professional learning modules via Zoom to expand teacher equity strategies, build capacity in using an equity lens, and implement a culturally responsive culture.

Teachers and instructional staff were provided training on UDL at the August 2020 Summer Institute for Learning and Knowledge (SILK) on 8/11/20 and 8/12/20. In 2020-2021, PLC sessions included a total of nine sessions on UDL on the following dates: 9/9/20, 10/21/20, 11/4/20, 12/9/20, 1/6/21, 2/3/21, 3/10/21, 3/31/21, 4/14/21. Teachers successfully implemented the components of Universal Design for Learning based on the strategies that were gleaned from the SILK, the PLCs, and coaching. Teachers provided multiple ways for students to engage in learning by promoting individual interest and choice in resources and topics, options for collaboration and feedback, and supporting self-regulation and access to content/information (e.g., auditory or visual supports that clarify information). Teachers provided students with multiple means of representation by allowing students to choose options for perception, language and symbols, and comprehension. Teachers created options for action and expression by providing multiple ways for students to express what they learn (e.g., verbally, in writing, in drawing, through physical demonstration). Teachers emphasized culturally responsive teaching inclusive of cultural integration, community-building, promotion of identity, equity integration and participatory methods.

Online staff development activities eliminated travel time and costs. Challenges included the incorporating multiple web-based applications for online instruction. Teachers were paid one-hour of extra-duty each day for planning and lesson design to address the challenges with online applications and programs.

Staff Roles and Responsibilities

All certificated and classified staff successfully followed their regular work day hours and work year calendars while working remotely and online from home from the beginning of the school year (July 1 for 220-day teachers, August 11 for 185-day teachers, August 10 for 210-day instructional assistants, and August 14 for 182-day instructional assistants) to the present time. The administrators/principals and food service workers were essential workers and reported to the school site on a daily basis. Teachers and instructional assistants provided remote/online instruction from home five days each week. Periodically, teachers picked up printed student work for scoring/grading. Teacher office hours were scheduled from 12:30 p.m. to 2:30 p.m. in order to provide individual support to students (English learners, students with disabilities, foster youth, homeless youth, students who need support in ELA and math). Small cohorts were successfully implemented from mid-January 2021 to the present following the protocols in the Alternative Education COVID-19 Site Safety Plan.

Support for Pupils with Unique Needs

Staff successfully utilized assessments, technology, and specific strategies to assist all students during distance/online learning, particularly those with unique needs, including English learners, students with disabilities, pupils in foster care, and youth experiencing homelessness. Successes and challenges were derived from the input provided by students, parents, and staff at LCAP stakeholder meetings, Parent Advisory Committees, District English Learner Advisory Committees, English Learner Advisory Committees, School Site Councils, and through surveys such as the California Healthy Kids Survey and LCAP Priority 3 Parent Survey.

Challenges included issues with understanding how to use all aspects of the technology. Teachers addressed this by providing time in their lessons to explain technology tools and applications. The lack of the social context and the social-emotional void impacted student learning. Teachers assigned less work, gave more incentives, created online groups, and provided more frequent check ins to overcome this challenge. Working on their own in self-paced learning was difficult for some and goal setting was of paramount importance to overcome this challenge. Assessments at home were difficult to administer and measure. Teachers provided extra time for assessments to overcome this challenge.

All students were provided with laptops/Chromebooks and hotspots if needed. Supports for students were based on Exact Path pre-tests in ELA and math (with post-tests after 90 days of instruction), the language learning needs of EL students based on the most recent ELPAC or TELL, accommodations and services for SWDs as identified in their IEPs, and school connections for youth in foster care and students experiencing homelessness. All students successfully received supports for academic achievement, attendance, and social-emotional learning that included Universal Design for Learning, in-class and online instructional differentiation with the use of supplemental instructional resources, online rubrics in Canvas, online intervention classes in ELA and math, online support from teachers during their afternoon office hours, online intervention programs from STEMulate math, online tutoring, and on-site and in-person small cohort instruction from their teachers and temporary contract teachers. Social-emotional learning practices were successfully implemented that included daily check-ins, welcoming/inclusion activities, brain breaks and transitions, and optimistic closures along with counseling services from staff and contracted providers.

Teachers implemented Universal Design for Learning (UDL) in the virtual environment which addressed multiple learning modalities. Teachers provided multiple ways for students to engage in learning by promoting individual interest and choice in resources and topics, options for collaboration and feedback, and supporting self-regulation and access to content/information (e.g., auditory or visual supports that clarify information). Teachers provided students with multiple means of representation by allowing students to choose options for perception, language and symbols, and comprehension. Teachers created options for action and expression by providing multiple ways for students to express what they learn (e.g., verbally, in writing, in drawing, through physical demonstration).

English learners, including newcomers, long-term English learners, and EL students with disabilities received designated ELD and integrated ELD during remote/online learning all year and during on site and in-person small cohort instruction from January 2021 to the present. The instructional program in ELD focused on using English purposely, interacting in meaningful ways, and learning how English works using the ELA/ELD textbook or iLit resource with support by the instructional assistants. Support for newcomers included a Spanish translator who was invited to the Canvas/Zoom link for the students. Designated ELD was provided by teachers with EL authorizations during the online ELD class or during their teacher office hours in the afternoon. Integrated ELD was provided during online synchronous instruction and included the use of visual and oral instruction in chunks, with deliberate pauses, giving students time to process, reflect, and practice or respond to what they have heard or seen in each segment of instruction. Teachers provided formulaic expressions in a visual format, followed by orally modeling how to use them appropriate for a given task. During online asynchronous instruction, teachers used video to deliver instruction and added captions, provided online posters,

or other visual supports that call out key words and phrases. When using video in lessons, students were able to “hit pause” and to reread or listen again to words, phrases, or sentences they did not understand.

Students with disabilities successfully received specialized academic instruction (SAI) services as listed in the IEPs through Canvas/Zoom courses by their SAI teachers (with supervision by Probation staff in the juvenile hall Court School). IEP amendments were held and increased services offered during office hours, on the weekends, and during the summer were implemented to address learning loss. Students accessed curriculum resources that were integrated to support instruction. Strategies that were successfully used included using/showing real objects, artifacts, and manipulatives to develop concepts, focusing on quality vs quantity, allowing for partner sharing of written drafts, using audio books and thinking maps for reading and writing. Students with auditory processing deficit received supports such as auditory instruction/cue instruction followed by visuals, frequent checks for understanding (rephrasing, repeat back, identify key points), directions and instructions in multiple formats, teaching abstract vocabulary word roots/synonyms/antonyms, and pairing words with pictures or symbols. Students with short-term memory deficit were supported by providing extra time/wait time/pacing, breaking larger assignments into smaller pieces with more frequent deadlines, reviewing key points before students work independently and providing written or visual list of steps/directions and have student check off as completed. Teachers supported students with a visual processing deficit by pairing words with pictures or symbols, using different fonts and color coding (vocabulary, main points, places, dates), and dictating answers or use of Google speech to text software. Teachers addressed the needs of students with attention processing deficit by checking for understanding throughout lessons with questioning or prompting, providing visual supports for task completion, using verbal frames to guide responses, designating specified amounts of time (use visual timer) for task completion, and using key phrases to emphasize important topics.

The needs of foster youth and pupils experiencing homelessness were successfully addressed during distance/online learning. Foster and homeless youth were immediately enrolled and began attending without the required documents to support school transitions. The records of foster and homeless youth were reviewed to ensure that 11th and 12th grade students who transitioned between schools after their second year of high school were afforded the opportunity to graduate under the California state minimum graduation requirements (AB 216 and AB 1806). Foster youth received supports from their teachers that included creating welcoming classroom environments that served as places of stability, PBIS, and SEL supports. Teachers used trauma-informed approaches such as providing well-defined transition procedures from one activity to another and giving choices to counter the loss of control experienced in their lives. The school and central office administrators ensured enrollment in the free meal program (students were automatically eligible for free meals, and did not need to complete an application) and ensured that the student had every opportunity to participate in school activities. The school counselor monitored foster and homeless youth grades and credits to ensure that they were on track to graduate and helped them complete FAFSA/financial aid applications. The school social worker conducted regular telephone calls and some home visits to check in on the foster youth. The school social worker, food service workers, and campus security supervisors conducted home visits to check on student attendance and brought meals to the families during the visits. Some students really excelled in the online classroom without the social pressure of being in a classroom without other students. Students demonstrated tremendous growth in learning how to navigate Google/Online resources, increasing technology use.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Employee costs for MTSS data teams, after school support/instruction/tutoring by teachers, intervention classes, and credit recovery using Learning Loss Mitigation and LCFF Supplemental/Concentration Grant funds for low income, English learners, and foster youth who experienced learning loss.	\$864,949	\$814,708	Yes
Contracted in-person and online tutoring, intervention, instructional materials/programs, and credit recovery programs using Learning Loss Mitigation and LCFF Supplemental/Concentration Grant funds for low income, English learners, and foster youth who experienced learning loss.	\$331,080	\$331,750	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

There was a substantive difference (\$50,241 less) between the planned actions and/or budgeted expenditures for addressing pupil learning loss due the schools remaining in distance/online learning with small cohort limited and targeted instruction/assessment for students for the entire school year. Staff costs were lower due to the distance/online learning after school support session formats.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

The overall scores on the Exact Path ELA, reading, and math post-test were mixed for Community School students and increased for Court School students. Community School Exact Path pre-test to post-test scores (May 2021) increased in ELA (from 19.4% meeting/exceeding standards to 20.7%) and declined slightly in reading (from 33% to 30.9%) and math (25.8% to 20.3%). Court School Exact Path pre-test to post-test scores (May 2021) increased in ELA (from 12.5% to 17.8%), reading (from 22.2% to 26.1%) and math (from 9.3% to 17.8%). The Community School low income student Exact Path pre-test to post-test scores (May 2021) increased in ELA (from 16.8% meeting/exceeding standards to 21.7%) and declined slightly in reading (from 27.8% to 26.6%) and math (17.5% to 16.7%). Court School low income student Exact Path pre-test

to post-test scores (May 2021) increased in ELA (from 12.5% to 17.8%), reading (from 22.2% to 26.1%) and math (from 9.3% to 17.8%). The Community School English learner Exact Path pre-test to post-test scores (May 2021) increased in ELA (from 3.4% meeting/exceeding standards to 8.1%), reading (from 8.7% to 12.5%), and math (7% to 10.8%). Court School English learner Exact Path pre-test to post-test scores (May 2021) increased in ELA (from 0 to 7.6%) and declined in reading (from 29.4% to 26.9%) and math (from 13.3% to 7.4%). Community School African America/Black student Exact Path pre-test to post-test scores (May 2021) increased in ELA (from 15% to 30.7%), reading (from 16.6% to 41.6%) and declined in math (from 25% to 14.2%). Court School African America/Black student Exact Path pre-test to post-test scores (May 2021) increased in ELA (from 3.8% meeting/exceeding standards to 24.7%), reading (from 3.8% to 16.2%), and math (11.5% to 14.3%). Community School Hispanic student Exact Path pre-test to post-test scores (May 2021) increased in ELA (from 18.4% meeting/exceeding standards to 28.3%), reading (from 29.6% to 39.2%), and math (17% to 23.6%). Court School Hispanic student Exact Path pre-test to post-test scores (May 2021) increased in ELA (from 8.8% to 25.5%) and declined in reading (from 34.7% to 23.2%) and math (from 25.5% to 10.6%). Community School white student Exact Path pre-test to post-test scores (May 2021) increased in ELA (from 23.8% meeting/exceeding standards to 30.6%) and reading (from 30.7% to 37.9%) and declined in math (36.3% to 33.3%). Court School white student Exact Path pre-test to post-test scores (May 2021) declined in ELA (from 37.5% to 15%), reading (from 50% to 19%), and math (from 37.5% to 10.5%). Based on the results, ELA scores increased and reading and math scores were mixed.

The implementation of online interventions and in-person/on-site instruction to address student learning loss were effective overall as evidenced student attendance in teacher tutoring, STEMulate Math interventions, and online tutoring. A total of 45 students engaged in after school teacher tutoring from 3:00-4:00 PM. A total of 10 students attended online STEMulate math tutoring and five students attended online tutoring sessions from FEV and Tree of Knowledge tutoring. Based on staff observations, student engagement, motivation, and responses were ongoing challenges during synchronous online instruction. Students experienced challenges with adapting to the online platform. To overcome these challenges, small cohort on-site and in-person instruction/assessment was available when students experienced difficulty at home. All SWDs and families were contacted about additional help and support services available to them outside of the classroom and office time. Students were encouraged to partake in online tutoring from our FEV tutors and STEMulate math teachers. Tutors encouraged students to attend at least two tutoring sessions a week. Summer school extended school year (ESY) will be offered to all students.

The successes in addressing student learning loss centered on the ongoing monitoring of student outcomes, administration of assessments, systems of support, and services we implemented for distance/online learning. The Alternative Education Leadership Team met twice each month to monitor student achievement data, program outcomes, and actions/services. The Alternative Education Leadership Team used our own local dashboard in Aeries to monitor student data in real time during the two meetings each month. During each meeting, student achievement data in ELA and math, graduation status/progress, dual enrollment/CTE pathway completion, student attendance, and student behavior information were analyzed at the school level with the lists of students for each category in the Aeries dashboard.

The pre-/post-test system that we always used for in-person instruction was adjusted for the distant/virtual environment. Teachers administered the ELA, reading, and math assessments in person for some students and online for most students. Teachers directed students to take the test on their computer at home. Automated reporting systems from Aeries provided real-time data on student progress to teachers and principals. Principals received daily student attendance/absence reports and behavior/discipline reports along with weekly gradebook reports for students in danger of failing or failing. These reports helped identify students for the MTSS process and enabled staff to focus on students with the greatest needs. The data on low income students, English learners, foster youth students experiencing homelessness, and students with disabilities were always reviewed first to prioritize services and supports to meet their needs.

The MTSS collaborative meetings were held online on Wednesdays each month in order to monitor student progress. The meetings each month were devoted to student attendance and learning. Teachers, instructional assistants and principals used the intervention screen in Aeries to access current data on academics (grades, credits). Student data dashboards allowed staff to monitor attendance and academics in real time. Grade classification by credit upon enrollment was continued to provide students with accurate information on the timeline for graduation and to accurately define students for the cohort analysis for the DASS one year graduation rate.

In order to address learning loss, a multi-tiered system of support was used that included resource allocation, instructional support, interventions, and contracted services to meet the different learning needs of students. Tier one supports/responses included the implementation of Universal Design for Learning and differentiated instruction during class by the teachers and instructional assistants, online tutoring, and intervention or credit recovery classes from 12:30 to 2:30 PM using Edmentum courseware (learning modules with pre-/post-tests). Tier two interventions/responses included targeted support from teachers during their office hours (12:30-3:00 PM daily), support from STEMulate math instructors (12:30-3:00 PM), and increased online tutoring from Focus Eduvation or Tree of Knowledge. Tier three supports/interventions included after school tutoring between 3:00 and 5:00 PM from the students' classroom teachers and/or on site and in-person targeted instruction/assessment from teachers. Canvas or Zoom breakout rooms were used by teachers for students based on their needs.

All student groups received the aforementioned supports that were tailored to meet their unique needs. Low income students were provided with instructional resources, access to technology at home, UDL and differentiated instruction, and intervention programs that included online STEMulate Math instruction and online tutoring from. English learners received access to technology at home, differentiated instruction based on Exact Path, ELPAC and TELL scores and interventions that ranged from support from translators, scaffolds during instruction, intervention courses, and tutoring. Foster youth received access to technology at home, regular communication from the social worker, and counseling/mentoring. Homeless youth received access to online resources, tutoring, counseling/mentoring, and support from the school social worker. Students with disabilities (SWD) received supports based on their IEPs.

Low income students, English learners, foster youth, students experiencing homelessness, and students with disabilities received services and support to address behavioral health. Students received mentoring and counseling to support behaviors such as self-awareness, self-monitoring, and self-control as measured by on-track indicators of post-secondary readiness (attendance, course completion, grades, and conduct). Low-income students, English learners, and foster youth received support from our school social worker, counselor, and mentor along with contracted behavioral health counseling (Latino Commission, social work interns, Riverside University Health Systems-Behavioral Health, and the Wylie Center).

RCOE Alternative Education contracted with STEMulate Learning to provide intervention for students who needed support in math. STEMulate provided math instruction/tutoring after school to 18 students this year. Interventions included live online instruction/coaching during the school day and after school. STEMulate Learning uses a holistic approach to learning and training, incorporating a triangular approach to rigorous mathematics instruction, consisting of social emotional learning, cultural competence, and a growth mindset framework. STEMulate Learning creates a positive learning environment that fosters a discovery approach to problem solving and builds in students and instructors the mental edge necessary for success in all K-12 levels of math. STEMulate Learning provides students with the opportunity to explore math as it relates to their world, giving them ownership and pride in their learning. STEMulate Learning fosters a strong love of math by training teachers, empowering parents and engaging students in non-conventional, fun and culturally relevant ways. STEMulate promotes and advocates for lucrative careers

in STEM-related fields for people of color living in impoverished communities where resources, educational opportunities, support, and income are limited. STEMulate Learning has embarked on a mission to promote and develop the love of math as the foundation for student success in the STEM/STEAM fields. Their experience in providing inquiry-based, culturally relevant and life-affirming instruction has helped students and instructors transform a fear of math into a love of the subject. STEMulate addresses common core state standards (with an emphasis on STEM) and issues of equity, cultural competence, student engagement, institutionalized racism and privilege. STEMulate implements learning systems to make mathematics relevant to the lives and cultures of students of color by infusing music, humor and storytelling to communicate abstract concepts and problem-solving skills.

All students with disabilities received the special education and related services identified in their IEPs, delivered in a synchronous learning format. In the RCOE Alternative Education Program, all students received 1200 minutes a week of instruction through a synchronous platform. Students were taught by dual credentialed teachers for the core subject area. Dual credential teachers hold education specialist instruction credentials as well as single or multi-subject credentials. Additional supports were provided to students who have disabilities based on their individual education plans (IEPS). Student case carriers reached out to individual families for weekly check-ins as well as provide additional minutes of support based on the current minutes of specialized academic support (SAI) identified in their IEP. Additional support minutes were provided during afternoon office hours. These additional minutes varied according to SAI minutes listed in the IEP. For students getting up to 300 minutes a week an additional 30 minutes a week of SAI was offered. Students scheduled between 301-600 minutes a week received 60 minutes a week of additional SAI. For those students with 601-900 minutes on their IEP, an additional 90 minutes a week of SAI was provided. Finally, for students scheduled to receive 900+ minutes a week, an additional 120 minutes of SAI was offered. Supplementary aids and services continued to be provided as outlined on the IEP. Teachers and paraprofessionals were provided with training, guidance, and support documents on how to address accommodations within an online/virtual platform. All course descriptions were revised to address on-line learning with a section identifying supports necessary for students with disabilities focusing on general, auditory processing, visual processing, auditory short-term memory deficits, attention/processing speed deficits, comprehension-knowledge processing deficits, and fluid reasoning deficits.

Distance learning plans were included in IEPs from July 2020 to the present. These plans included service delivery, to what extent, in what format, as well as how transition services were to be conducted. Teachers also reviewed with the IEP team what types of accommodations would be provided as well as if extended school year services will need to be provided. Teachers provided direct instruction to SWDs with the increased use of the Zoom breakout rooms to support students directly in a one-on-one setting. One hundred fifty-two students received 17,925 minutes of direct specialized academic instruction. Students were also scheduled additional time in the afternoons to receive individualized support/tutoring by their teachers.

Teachers and principals communicated with parents on the progress of their children in all courses. Progress on assignments, projects, tests, along with overall grades and credits are a part of the conversation with parents and students and was accessible through Aeries Parent Portal.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Programs to monitor and support mental health and social-emotional well-being were successfully implemented as evidenced by the results from the California Healthy Kids Survey and data on the number of students who received services. The California Healthy Kids Survey (CHKS) was used to measure student social emotional health and well being. The percent reported as agree/strongly agree on the California Healthy Kids Survey (CHKS) on School Connectedness increased from 52% in 2019-2020 to 73% in 2020-2021. The percent of students responding that they feel very safe or safe on the California Healthy Kids Survey (CHKS) increased from 68% in 2019-2020 to 82% in 2020-2021.

Referrals to behavioral health counseling increased due to the challenges with the pandemic and isolation that students and their families experienced from not being able to leave their homes during the COVID-19 pandemic. Students experienced stress related to the quarantine and home isolation, various degrees of anxiety due to the uncertainty of community health conditions, and family members who contracted the coronavirus. For many students, going to school was their escape from their home responsibilities. In some instances, parents were not all at home to provide support for engagement. In other instances, students were not always comfortable with online participation/services. Parents, students and staff were conflicted over the desire for in-person instruction and their fears related to COVID-19. Students felt disconnected when they could not socialize or see friends. School used to be an escape and “normal” experience for those in chaos. Students become caregivers for younger siblings when parents/guardian had to go to work. Students felt a greater need to provide for their families and were seeking employment. The aforementioned needs of students were addressed through online SEL approaches in teacher lessons and with our telehealth and on-site behavioral health services.

Teachers enacted social-emotional learning approaches in their daily online lessons within the framework of Universal Design for Learning (UDL). Teachers used welcoming/inclusion activities; engaging strategies, brain breaks and transitions; and optimistic closures. The Alternative Education social-emotional learning (SEL) STARS (Strengths, Teamwork, Appreciate Diversity, Reflect, Set Goals) approach was integrated in on-line instruction. Student engagement in learning was enhanced through restorative practices, PBIS, and an incentives-based program.

Successes also included the implementation of telehealth services from our contracted service providers all year that include the CSUSB social work interns and Wylie Center counselors. Full time Latino Commission therapists were added to three sites (BGGRLC, DFKRLC, and Palm Springs Community School) during the second semester of the school year. The Latino Commission provided services to 40 community school students. At Betty Gibbel Regional Learning Center 19 students received services. Nine sessions of family therapy were completed. Eight students completed their Children’s Global Assessment of Functioning Scale (CGAS), with an average score of 44.62. This score indicated students had experienced a moderate degree of interference in functioning in most social area or severe impairment of functioning in one area, such as might result from for example, suicidal preoccupation and ruminations, school refusal, and other forms of anxiety, obsessive rituals, major conversion symptoms, frequent anxiety attacks, poor to inappropriate social skills, frequent episodes of aggressive or other anti-social behavior with some preservation of meaningful social relationships. At Don F. Kenny Regional Learning Center 15 students were seen for services with most related to attendance issues or conflict resolution. Two families participated in family sessions. Four students have completed their Children’s Global Assessment of Functioning Scale (CGAS), with an average score of 54.50. This score indicated students had variable functioning with sporadic difficulties or symptoms in several but not all social area; disturbance would have been apparent to those who encountered the child in a dysfunctional setting or time but not to those who see the child in other settings. Six students at Palm Springs Community School students were contacted based on referrals for attendance support. An additional 10 hours of support was provided to families in the form of tele-therapy. The counselor also supported the teacher through attending classroom Zoom session, attending 51 hours.

Wylie Center mental health services included counseling, strength assessment and resiliency training, community service, alcohol and drug abuse education support program, and risk assessment and services. Wylie Center counselors provided services through the Zoom platform as well as in-person for select sites. Counselors at each site attempted to contact all students and families within the first month of school. Attempts to complete the Adverse Childhood Experiences (ACES) survey were completed with all students enrolled in community school. ACES measures traumatic events that occur in childhood, for example experiencing violence, abuse, or neglect; witnessing violence in the home or community; having a family member attempt or die by suicide. This survey also includes aspects of a child's environment that can undermine their sense of safety, stability, and bonding. Multiple technology platforms were used to conduct services. Counselors scheduled 83+ hours of Zoom sessions with families and students. Over 126 teleconferences were held with parents and/or students. Counselors sent 605 emails to students and parents offering services, supports, and responding to questions and concerns. An online community service program was offered as part of the services to support students in completing their rehabilitation plan and 11 students were referred and participated in this program. Attendance Registration Technicians (ARTS) work in correlation with one counselor to provide rehabilitation plans at the point of registration to expedite the process.

The social work interns provided telehealth services to 108 students (35 at ARLC, 7 at BGGRLC, 12 at DLLRLC, 19 at DFKRLC, 14 at Palm Springs, 21 at VVRLC). The Riverside County Latino Commission (RCLC) behavioral mental health services included individual, family, and group counseling as well as prevention-based services such as classroom presentations, psychoeducational groups, and parent workshops. Providers integrated themselves into the classroom setting and through Zoom and Canvas classes. Services were provided through an online and in-person platform available five days a week. For the Court School, Riverside University Health Systems-Behavioral Health counseled 65 students based on classroom needs and 57 for Educationally Related Mental Health Services. Care Solace offered online behavioral health services to our families. The information from the Care Solace Key Performance Indicators (KPIs) 193 inquiries were received from families with 29 warm handoffs and 14 appointments into care.

The Canvas home rooms had the links to our behavioral health providers. Home visits were implemented for in person welfare checks for the students and parents. Principals checked in with staff on a regular basis and address issues concerns with staff/students immediately. Our mentor (Tyrone Montgomery) provided on-line individual sessions for students who experienced grief, post-traumatic stress, depression, anger, anxiety, crisis, or neglect or abuse at home at ARLC (14 students), BGGRLC (21 students), DLLRLC (21 students), and VVRLC (16 students). Our mentor provided group sessions to 26 students.

Gaggle was implemented in the winter of 2020-2021. Gaggle provided students and their families with online resources. Gaggle informed our administrators when anything is written that indicates self-harm or harm to others. Gaggle offered webinars on student mental health and prevention of student suicides and self-harm. Gaggle also has a Crisis Text Line: Text HOME to 741741.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

The actions to implement pupil and family engagement and outreach were successful as evidenced by student attendance data, the California Healthy Kids Survey, and the parent survey. The year-to-date attendance rate (July 2020 to January 2021) for students in the 2020-2021 school

year is 93.6% for Riverside County Juvenile Court, 75.9% for Riverside County Community, and a combined rate of 82.3%. For the 2019-2020 school year attendance at Riverside County Juvenile Court was 97.2%, Riverside County Community was 82.5%, and the combined rate was 88.0%. As an additional tracking requirement, the Alternative Education reported reasons for lack of student engagement in distance/online learning. Technical issues were common category and occurred at a rate of 5.6% of noted reasons for not engaging in online class. These technical issues were immediately addressed through the online help desk, home visits to exchange hotspots, and assignment of on-site instruction. Chronic absenteeism for our middle school students declined from 26.5% in 2019-2020 to about 15% in 2020-2021.

Challenges included older students who had to take on the responsibility of working and supporting the family that led to issues with attendance. Challenges also included the inability of staff to see the students due to COVID-19 and other instances beyond their control. These challenges were addressed through home visits for wellness checks to bring items needed (food, technology, academic materials), ongoing communication in various ways (emails, phone, text, zoom breakout rooms), incentives and rewarding students for attendance, individualized and focused support for students, and on-site and in-person limited and targeted instruction/assessment.

The MTSS process was successfully implemented in distance/online learning. Tier 1 successes included the communication with the families by school staff, including the campus security supervisors, for students who missed class. The Attention to Attendance letters were mailed home to parents after days of missed class. Incentives for good or improved attendance were distributed to students. Tier 2 successes included parent meetings, home visits by school staff and the social worker, and virtual SART meetings with parents and students who missed three days of online instruction. Parents were provided with supports in the areas of community connections and resources. Tier 3 successes include increased home visits by school staff and the social worker and meetings with families to support transportation to school. The counselor worked with 12th grade students to complete their FAFSAs/CDAAs. The school social worker made daily calls home regarding attendance, met with students via zoom to check in/follow up and review attendance goals/expectations, conducted home visits for all middle school students, delivered incentives, and participated in SART meetings. The school social worker continued to monitor attendance for our homeless students and foster students, checked in/provided support, and attended a CFT (Child, Family, Team) meetings for our foster students.

The after school performing arts and tutoring program provided by From the Heart Performing Arts engaged students in online activities in music, theater and visual arts classes. The From the Heart Performing Arts tutorial sessions were conducted by professional instructors. From The Heart Performing Arts operates a high quality enrichment program that serves communities and schools for at-risk students. The program creates opportunities for children to express themselves through dance, theater, music, and visual arts.

Aeries Communications/ParentSquare provided everything from mass messaging to one-on-one conversations under one umbrella. Automatic notifications for attendance, grades and behavior were sent to parents. Aeries Communications closed the gap with automatic translation, group collaboration tools and data insight into what is working. Aeries Communications provided parents with an easy way to receive urgent messages, stay up-to-date on school activities and contact their child's teachers.

Parent Involvement

Online parent workshops were successfully implemented. Online workshops by College Success and the Parent Institute for Quality Education (PIQE) were well attended. Parents reported the ease of access in online meetings, which eliminated the need to travel to the school site and for some, virtual meetings were better for child care. A total of 16 parents with students enrolled in the Community School participated in the Parent Institute for Quality Education (PIQE) program. The program was offered in the evening via Zoom and included a total of eight one-hour sessions

held on 2/3/21, 2/10/21, 2/17/21, 2/24/21, 3/3/21, 3/10/21, 3/17/21, and 3/31/21. A total of 10 parents with students enrolled in the Court School participated in the Parent Institute for Quality Education (PIQE) program. The program was offered in the evening via Zoom and included a total of eight one-hour sessions held on 1/14/21, 1/21/21, 1/28/21, 2/4/21, 2/11/21, 2/18/21, 2/25/21, and 3/4/21. A total of 23 parents attended the College Success workshops over three meetings September 29, 2020, January 13, and February 2, 2021.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Our school nutrition program was successful in providing breakfast and lunch meals to the students and their families during distance/online learning and on-site small cohort instruction. Successes were derived from the number of breakfast and lunch meals served and input provided by students, parents, and staff at LCAP stakeholder meetings. During the first semester of this school year (2020-2021), 17,896 breakfast meals and 17,896 lunch meals were served to students. Last year during the first semester of the 2019-2020 school year, 16,611 breakfast meals and 24,578 lunch meals were served to students. Our enrollment this year (246 students in the fall of 2020) was lower than last year (339 students in the fall of 2019).

The food services staff continued efforts to contact families and finalize delivery routes to serve meals to enrolled students. If students did not attend online instruction, staff called and emailed families and conduct home visits. Riverside County Office of Education, School Nutrition Program has worked diligently with its current food vendor to provide meals that meet all USDA meal plan requirements. Meals are delivered once per week in unitized containers. Each student is eligible for one week's worth of meals per pick-up or delivery. RCOE has been successful in serving an average of 10,000 meals per month to students and their families through curbside pick-up and home delivery. There have been no interruptions in service during the pandemic. All sites have remained open to serve meals to school aged children in need. School Nutrition Program and Security staffs have been extremely successful in combining meal delivery with home visits. This has been instrumental in allowing staff to check on the status and well-being of our students and families in a relationship building and non-threatening manner.

Challenges included communication issues with families, staffing due to COVID-19, fear from families regarding venturing out, and lack of transportation. RCOE continued to meet these challenges with ongoing commitment to, not only, solve them in creative ways, but to look for opportunities to increase service to our students, their families and community.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social and Emotional Well-Being	Contracted in-person and online services for behavioral health counseling and mentoring, for low income, English learners, foster youth and all students who need behavioral/mental health intervention and support.	\$332,818	\$454,130	Yes
School Nutrition	Employee Costs.	\$350,814	\$330,426	No
School Nutrition	Food and Supplies.	\$280,600	\$278,641	No

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

There was a substantive difference (\$121,312 more) between the planned actions and/or budgeted expenditures for addressing mental health and social and emotional well-being due to the increased services (telehealth, and in-person) that were provided by the Latino Commission, social work interns, and Wylie Center during the pandemic.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

The lessons learned from our ongoing response to the COVID-19 pandemic, which included input from our stakeholders at meetings for the Learning Continuity and Attendance Plan and the Local Control and Accountability Plan, informed the development of our actions under all four goals.

Under Goal 1, the importance of technology, the need for Universal Design for Learning (UDL), the success of online staff development, and the strengths of in-person instruction and distance/online learning were clearly accentuated. The importance of the social context in learning was evident based on student feedback. The strengths of the personal connection in on-site learning were voiced by most of our school stakeholders and the attributes of online learning were expressed by some of our families and students. Limiting exposure to the coronavirus led to the increased

reliance on technology to conduct communication, collaboration, and instruction at home. The use of technology and online resources increased exponentially. Staff and students improved their technological skills and fluency in the use of Canvas, Zoom, Google Docs, Jamboard, Padlet, and online embedded tools within the curriculum. Students increased their confidence in virtual learning and use of Edmentum/Plato for credit recovery. The online tutoring from our FEV tutors and STEMulate Learning math tutors will continue in 2021-2022. The increased use of technology and issues with students finding ways to circumvent the RCOE firewalls/filters with proxy servers led to the implementation of additional internet safety filters to ensure student safety during online learning. The use of technology reinforced the need to implement UDL and led to the inclusion of an online instructional component in our school next year. The continued focus on UDL will enable teachers to provide multiple means of engagement in learning, multiple means of representation, and multiple means of action and expression. Further, the staff appreciated the online PLCs and SILK workshops this year which led to the decision to continue virtual staff development meeting workshops in 2021-2022. The continued success of our online Dual Enrollment and Spanish course, which were hybrid a year before the school closure, confirmed our commitment to online platforms. The addition of an online program for students who would benefit from this approach will be implemented using the Canvas courses, online lessons, and digital resources/textbooks in 2021-2022 and we will continue to provide students with laptops/Chromebooks and hotspots to use at home if needed in 2021-2022.

Under Goal 2, the ongoing response to the COVID-19 pandemic highlighted the priorities to maintain healthy and safe learning environments, supporting mental health and social-emotional well-being, and engaging pupils and families. The Alternative Education social-emotional learning (SEL) STARS (Strengths, Teamwork, Appreciate Diversity, Reflect, Set Goals) approach will continue in 2021-2022. Student engagement in learning will continue to be supported through restorative practices, PBIS, and an incentives-based program. SEL practice will continue in 2021-2022 along with the use of Gaggle to inform our administrators when anything is written that indicates self-harm or harm to others. Alternative Education will continue the extensive behavioral health services that have been implemented long before the COVID-19 pandemic and will add telehealth services in 2021-2022. In addition, wellness centers will be added as an action item to expand mental health services for each Community School. Parent attendance in online meetings and workshops were well received well.

Under Goal 3, the strengths of in-person assessment for administering the ELPAC and TELL were highlighted. English learners respond better for in-person assessment on the four subtests of the ELPAC and TELL, especially the speaking section. Support for English learners by online Spanish translators provided additional options for 2021-2022.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

RCOE Alternative Education will continue to assess learning loss through multiple measures and addressed through a multi-tiered system of support to meet the different learning needs of students. Student learning and progress, as well as diagnosing learning loss, will be measured through Exact Path ELA, reading, and math pre-/post-tests, Interim Assessment Blocks (IABs), the Test of English Language Learners (TELL), classroom-based tests, student grades/credits, and state assessments (CAASPP and ELPAC).

At the classroom level, teachers will measure student learning and progress through multiple assessment methods that include daily online class assignments, projects, quizzes, and teacher developed tests at the end of each unit (units range from four to six weeks of instruction). The Test of English Language Learners (TELL by Savvas) will be administered when an EL student enrolls in school and a post-test will be administered

after 90 days to determine English language proficiency needs. Learning loss will also be identified in history-social science and science through in-class assessments in these subjects by teachers. Student grades will be used to provide authentic information to measure in-class performance on assignments, projects, and tests. Teachers will monitor student participation in Plato/Edmentum to help with content/skills where students needed additional support in each subject. Principals will track course completions in Plato/Edmentum and review pre-test/post-test results for each module in the Plato/Edmentum courses.

At the school level, MTSS data teams will continue as a means to identify student needs. During MTSS collaborative meetings on Wednesday PLCs, teachers, classified staff, and principals will review student data on attendance, behavior, grades, credits, and standardized test scores to determine classroom and school wide interventions for students. Central office administrators and principals will conduct classroom observations, provide feedback on content and instruction and support teachers. Principals will monitor the instructional supports provided to English learners and students with disabilities. Principals will monitor student work completion and graded assignment/test as recorded by teachers in Aeries Gradebook. Administrators/Principals will continue to review the weekly automated grade reports that are received through email (generated from Aeries) in order to monitor student progress. Parents/Guardians will monitor their child's learning using Parent Portal.

At the district level, the Alternative Education Leadership Team will continue meeting twice each month to monitor student achievement data, program outcomes, and actions/services in the LCAP. The Alternative Education Leadership Team is made up of site and central office administrators. Monitoring and evaluating the effectiveness of the plan will continue to be integrated with processes for the LCAP Annual Update, WASC accreditation review, and SPSA development. The Alternative Education Leadership Team will continue to use our own local dashboard in Aeries to monitor student data in real time during the two meetings each month. During each meeting, student enrollment data, graduation status/progress, dual enrollment/CTE pathway completion, middle school attendance, and student suspension rates will be analyzed at the school level with the lists of students for each category in the Aeries dashboard. Alternative Education Leadership Team will monitor the cohort each month as it forms, by student group, down to the individual student. Data will be current from the student information system and will continue to be the driving element of improvement science and MTSS leadership. Central office administrators and school site principals will use the data to identify specific students who need interventions for each dashboard area and deploy resources to the sites. The actions will be implemented and monitored for effectiveness. All principals and instructional leaders will participate in collaborative instructional reviews. Leaders will work in small teams to observe evidence of student learning. The purpose will be to evaluate learning using a collaboratively designed rubric focusing on rigor, relevance, and engagement and reflect on best practices and next steps to coach for improved instruction.

Learning loss will be addressed through the multi-tiered system of support for students. Tier one supports/responses will include small class sizes in order to personalize learning, support from instructional assistants in ELA and math in order to acquire the skills that are necessary to be successful in their core classes, the implementation of Universal Design for Learning and differentiated instruction during class by the teachers and instructional assistants, and credit recovery classes using Edmentum courseware (learning modules with pre-/post-tests). Tier two interventions/responses will include targeted in-class intervention from teachers, after school support from instructors, and online tutoring from contracted providers. Tier three supports/responses will include intervention courses during the school day, summer school, and the after school academy. Intervention courses are additional ELA or math classes to provide extended time for learning. Summer school will be offered to all students who need intervention, support, or credit recovery from June 1 through July 30, 2021. A six-period day will be offered during summer school and the courses and number of classes scheduled for students during summer school will be based on student academic learning needs in specific subjects/areas and or courses that need to be remediated based on grades. A new after school academy (tentatively named Accelerate to Graduate) will be offered on Tuesdays and Thursdays in the afternoon from 2:30-4:30 p.m. to provide a range of services to support students

with academic or social-emotional support. Students will have options to engage in tutoring, credit recovery, visual/performing arts, sports/activities, CTE, and/or receive support with social-emotional domains of learning such as behavioral/mental health counseling and mentoring.

All students will receive the aforementioned academic intervention with concomitant strategies that differ for pupils who are English learners, low-income, foster youth, pupils with exceptional needs, and pupils experiencing homelessness. Low income students have unique needs based on access to resources. Due to these circumstances, low income students will be provided with instructional resources, access to technology at home, UDL and differentiated instruction, and tutoring. English learners have specific needs in understanding the English language in reading, writing, speaking and listening. Due to these needs, English learners will receive differentiated instruction based on Exact Path, ELPAC and TELL scores that range from support from translators, scaffolds during instruction, intervention courses, and tutoring. Foster youth have often endured multiple home and school transitions and will receive support with school connections, learning progressions to address partial courses completions, counseling/mentoring, and support from the school social worker. Homeless youth will receive access to online resources, tutoring, counseling/mentoring, and support from the school social worker. Students with disabilities (SWD) have individualized needs based on their IEPs and will receive modified instruction, intervention courses, tutoring, and educationally related mental health services.

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

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

There were no substantive differences between the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement. CARES Act and Learning Loss Mitigation funds supplemented services for students.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

The student outcomes from 2019-2020 school year and the 2020-2021 school year along with stakeholder feedback and experiences from distance/online learning provided a lens to view our future strategic planning for the 2021-2022 LCAP. The actions in the 2019-2020 LCAP and

the 2020-2021 Learning Continuity and Attendance Plan maintained the progress on our goals for high school graduation, college and career readiness, and connecting students to school in positive and safe learning environments while addressing the needs of students with unique needs.

The DASS one-year graduation rate increased for the Community School and Court School in 2018-2019 and 2019-2020. The College/Career Readiness Indicator needs to improve along with academic achievement in ELA and math. Improvements in student behavior and attendance continued as evidenced by the lower suspension rate in 2019-2020 and in 2020-2021 and the lower chronic absenteeism rate in 2019-2020 and in 2020-2021. The needs of English learners were highlighted by stakeholder feedback and scores on the TELL, which support the need for a focused effort under Goal 3. Serving expelled students and youth in the juvenile halls along with support for foster youth in Riverside County will continue under Goal 4 as a result of the next Expelled Student Triennial Plan and the new foster youth services coordinating program grant.

The data and stakeholder feedback indicated an ongoing need for a goal on high school graduation and college and career readiness. In the 2021-2022 LCAP, actions will be continued and/or enhanced to address needs in the time of the post-COVID-19 pandemic next year. In order to maintain the one-year graduation rate, we will continue the grade classification by credit, the Aeries Dashboard, and MTSS data teams. In order to continue offering programs to prepare students for college and careers, we will continue the hybrid Dual Enrollment courses with UCR-Extension Center and enhance the five CTE pathways in Food Service/Hospitality, Networking, Multimedia Production, Residential Commercial Construction-Construction Technology, and Welding to ensure that students can learn using remote systems. In order to improve the CCI, a student led enterprise initiative (to enhance financial literacy and an entrepreneurial spirit) and the California Cadet Corps will be added in 2021-2022. We will continue college and career transition activities led by the school counselor.

In order to improve academic achievement in ELA and math, we will continue classroom interventions for students in ELA and math based on data from MTSS team collaboration meetings that include targeted instruction and individualized support from teachers and instructional assistants along with in person and online tutoring. Teacher feedback indicated a need for in-class support for teachers by the Coordinator of Instructional Innovation and Support and coaching from UDL coaches and West Ed. Professional development will continue as online formats and focus on universal design for learning (UDL), MTSS, and teacher led-PLCs on Wednesdays during 2021-2022.

RCOE developed the Expanded Learning Opportunities Grant plan to provide supplemental instruction and support for students that will begin in the summer of 2021. The plan includes extended instructional learning time, accelerating progress to close learning gaps through the expansion of learning supports, integrated student supports to address other barriers to learning (including supports for the transition of students with disabilities to become independent in the least restrictive environment for each individual), additional academic services, supports for credit deficient students to complete graduation requirements and to increase or improve students' college eligibility, additional academic services for students, and training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs. Stakeholders decided to use other ESSR funds for community learning hubs that provide students with access to technology, high-speed internet, and other academic supports. These resources enhance the instructional program for students in the following ways: additional learning time during the summer to address learning loss/needs; accelerating progress to close learning gaps through the learning supports from a reading intervention specialist-ELA/ELD TOSA in appropriate credentialed areas to support the students and teachers in specialized programs and a Financial Literacy course; integrated student supports such as experiential learning activities/trips/community-based instruction, social-emotional learning (screeners and approaches), behavioral/mental health counseling (these actions are supported by other ESSR funds); supports for credit deficient students through in-person and online HiSET prep programs, CTE courses, credit recovery classes and accelerated learning in all

subject areas, including financial literacy; school Chromebooks, iPads, and hotspots for students to use at home (supported by other ESSER funds); additional academic services such as technology training in devices and applications for students and parents, Myers-Briggs assessment to identify student strengths, and formative assessments; and professional development in cultural competency/equity, unconscious bias training, Second Step SEL curriculum, technology tools and applications, SEL for Trauma Informed Care, CPR-First Aid, Capturing Kids Hearts, and Crisis Prevention and Intervention.

The MTSS process was updated to address learning recovery and acceleration along with student behavioral/mental health needs. Tier one universal supports and interventions (all students) for academics will include summer school for all students who need intervention, support, or credit recovery from June 1 through July 30, 2021. The number of hours/courses scheduled for students will be based on student Exact Path assessment scores in ELA, reading, and math and grades and credits. A six-hour day will be offered during summer school and the courses and number of classes scheduled for students during summer school will be based on student academic learning needs in specific subjects/areas and or courses that need to be remediated based on grades. Tier one responses will include differentiated instruction during class by the teachers and instructional assistants (individualized support and small group instruction) and credit recovery classes using Edmentum courseware (learning modules with pre-/post-tests). Intensive Instruction in academic and supplementary services to support educational benefit. A new after school academy (tentatively named Accelerate to Graduate) will be offered during the 2021-2022 school year in the afternoon from 2:30-4:30 p.m. and will provide a range of services to support students with academic or social-emotional support. Students will have options to engage in tutoring, credit recovery, visual/performing arts, sports/activities, CTE, and/or receive support with social-emotional domains of learning such as behavioral/mental health counseling, mentoring, and social work services. Tier one universal supports and interventions (all students) for behavioral health include Positive Behavior Interventions and Supports (PBIS), Panorama SEL screener, mentoring, suicide prevention education, sensory supports, applied behavior analysis strategies, and access to the site wellness centers. Tier two targeted group supports and interventions (interventions for students who have been assessed for regression of skills) for academics will include targeted in-class intervention from teachers, after school support from instructors, and tutoring from contracted providers. Tier two targeted group supports and interventions (interventions for students at risk) will include mental health group counseling (in substance abuse, anger management, etc.), Boys Town social skills, Second Step Social Skills, Care Solace referrals for families, other means of correction, risk assessments, and choice reinforcement assessments. Tier three intensive individualized supports and interventions will include ELA and math intervention courses during summer school and targeted intervention tutoring in ELA and math during the after school academy. Tier three Intensive Individualized Supports and Interventions will include individual mental health counseling, the ACES screener, the Global Assessment of Functioning (GAF) screener, and Care Solace referrals.

In order to continue ongoing professional learning and implementation of Universal Design for Learning and culturally responsive teaching, professional development in Universal Design for Learning and culturally responsive teaching will continue in 2021-2022. Professional learning and instruction will include student cultural assets and references to academic concepts and skills, the use of online and print resources that encourage student reflection on their own lives and society, building student cultural competence by facilitating learning about their own and other cultures, and pursuing social justice through critiques of discourses of power. Teachers will continue to integrate equity content through exploring issues of race/ethnicity and teach historical examples of conflict, injustice, and discrimination to communicate tolerance, social skills, and civic responsibility.

Current conditions due to the COVID-19 pandemic, data, and feedback indicated an ongoing need for a goal on school connection and safety. In order to continue the growth in connecting students to school and maintaining positive, safe, and healthy learning environments, social-emotional domains of learning, behavioral health services, mentoring, and parent engagement events will continue or be enhanced in the 2021-2022 LCAP.

To sustain improvements in attendance and the reduction of chronic absenteeism, we will continue a comprehensive incentives point-system as a component of our system to motivate students to attend school, provide bus passes for transportation to school, and continue our school social worker position to provide intensive support to families. To sustain the improvements in student behavior, we will continue PBIS and Restorative Practices. In order to support students with behavioral health and wellness, we will continue to provide behavioral health counseling for students through contracted services along with mentoring/intervention services and create school wellness centers. In order to sustain and improve student transitions between schools, we will continue the transition services to support students returning to school districts. To sustain student connections to school, we will continue intramural sports, eSports, and after school programs. To improve family involvement, we will continue Aeries Communications/Parent Square, Aeries Parent Portal, and parent workshops.

The feedback from our families of English learners and the data indicated an ongoing need for specific actions to support the language acquisition of our English learners. In order to improve the English language proficiency of EL students, we will enhance instruction for EL students with support from the instructional assistants on Integrated ELD and literacy skills in reading comprehension, academic writing, and speaking in all core content classes. We will continue disaggregating student data during MTSS meetings to focus on interventions for English learner students. We will continue in-class coaching on ELD, UDL, and differentiated instruction by the Coordinator of Instructional Innovation and Support. We will continue to provide in-class and online tutoring for EL students in ELA and mathematics. We will re-focus and refine ELD approaches to align with Universal Design for Learning (UDL), differentiated instruction, and scaffolding (Thinking Maps, small groups) in all core content classes.

The ongoing interactions with the 23 school districts to serve students who are expelled and Riverside County Probation for students who are placed in the juvenile halls indicated the need to maintain the continuation of services under the Riverside County Expelled Student Plan Triennial Update in 2021-2022. Based on the improved outcomes for foster youth in Riverside County school districts, we will continue our focus in the new Foster Youth Services Coordinating Program Grant for 2021-2022.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

Annual Measurable Outcomes

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Actions/Services

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.
- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

Analysis of In-Person Instructional Offerings

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,
 - Pupil Participation and Progress,
 - Distance Learning Professional Development,
 - Staff Roles and Responsibilities, and

- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations, Title 5 (5 CCR) Section 15496*, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

California Department of Education
January 2021

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Riverside County Office of Education	Charles Fischer, Ed.D. Executive Director	cfischer@rcoe.us 951-826-6464, 951-249-8819

Plan Summary [LCAP Year]

General Information

A description of the LEA, its schools, and its students.

The Riverside County Office of Education Alternative Education program includes the Community School (10 sites) and Court School (3 sites). The Community School and Court School are accredited by the Western Association of Schools and Colleges (WASC) and provide students with curriculum, instruction, assessment, and programs/services to ensure that students graduate from high school well prepared for college and careers. The Community School and Court School received six--year terms of WASC accreditation during the previous visits.

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

The Alternative Education Community School provides a comprehensive instructional program for district-referred students (expelled, SARB, parenting teens) and Probation referred students. The Riverside County Superintendent of Schools, in conjunction with the 23 school districts in Riverside County, developed the county-wide plan for providing educational services to expelled students within the county pursuant to Education Code §48926. RCOE maintains the Community School in zones throughout Riverside County to provide educational services to all school districts in the county, including those in rural/isolated settings. The RCOE Community School provides 180--days of instruction and includes the classroom--based program for expelled/district referred students, independent study, and the program for parenting teens. Daily classroom-based instruction for students in grades 7-12 is a minimum of 360 minutes per day on Mondays, Tuesdays, Thursdays, and Fridays and 240 minutes on Wednesdays for the school year. Independent study is offered for students in grades 4-6 and for students who need an alternate to a classroom setting.

The Alternative Education Court School provides a comprehensive instructional program for students in juvenile hall. The Court School enrollment is determined by the Riverside County juvenile justice system. Alternative Education currently serves nine classrooms across three probation facilities. The three distinct populations in the Court School include students in detention (short enrollment spans which typically can range from one day to 30 days for students with pending court proceedings), students enrolled in Youth Treatment and Education for treatment (enrolled six months to a year with a commitment order from the court with focus on therapy), and students in security (longer enrollments due to the nature of their offense and ongoing court proceedings). Placement in the juvenile hall creates social--emotional adjustments for students. The Court School is in session year round and daily classroom-based instruction for students in grades 7-12 is a minimum of 330 minutes per day on Mondays, Tuesdays, Thursdays, and Fridays and 220 minutes on Wednesdays.

The RCOE Foster Youth Services program provides services to K-12 foster youth in school districts, group home youth, and to youth placed in the detention facilities. Foster youth receive assistance with high school graduation and transition to college and careers. The coordination of services includes working with the 23 school districts in Riverside County and the Department of Social Services to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records.

Student enrollment totaled 339 students in RCOE Alternative Education programs in 2020-2021 with 246 student in the Community School and 93 students in the Court School (compared to 430 in 2018-2019, and 426 in 2017--2018). The significant student groups in the Community School by ethnicity include 77% Hispanic (261 students), 9% Black/African-American (30 students), and 8% white (27 students). The significant student groups in the Community School by program include 92% socio-economically disadvantaged (229 students), 30% English learners (73 students), 2% foster youth (6 students), and 23% students with disabilities (78 students). Community School student enrollment by gender is 73% male and 27% female. The significant student groups in the Court School by ethnicity include 61% Hispanic (57 students), 28% Black/African-American (26 students), and 8% white (7 students). The significant student groups in the Court School by program include 100% socio-economically disadvantaged (93 students), 19% English learners (18 students), 6% foster youth (6 students), and 37% students with disabilities (34 students). Court School student enrollment by gender is 89% male and 11% female.

Student enrollment is highly mobile in Alternative Education. Student expulsion orders for Community School enrollment are typically for one semester (approximately 72% of students are enrolled for one semester and approximately 27% are enrolled for a shorter period of time). Approximately 10% of the students are enrolled in the Community School for more than one year. Probation placement in the juvenile halls varies greatly. Approximately 56.4% of students are placed from one day to 30 days, about 28.8% of students are placed from 31 to 90 days, and 14.9% of students are placed for more than 91 days.

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

The COVID-19 pandemic impacted the instructional program and the partnerships with our collateral agencies and service providers for the Riverside County Office of Education (RCOE) Alternative Education Community School and Court School in 2019-2020 and 2020-2021. The Alternative Education Community School provided a comprehensive remote/online and on-site/in-person small cohort instructional program for district referred students (expelled, SARB, parenting teens) and Probation referred students from March 2020 to the present. The school district closures in Riverside County led to a small decrease in student enrollment in the Community School. The Alternative Education Court School provided a comprehensive remote/online instructional program for students in juvenile hall in collaboration with Riverside County Probation

from March 2020 to the present. The distance/online instructional program relied on our Probation staff in the juvenile halls to supervise students during the 240 minute instructional day as the teachers provided instruction through Canvas and/or Zoom.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

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

The Alternative Education Community School DASS graduation rate increased from 88.2% (green) in 2018-2019 to 100% in 2019-2020. The Alternative Education Court School DASS graduation rate increased from 89.5% (green) to 95.6% in 2019-2020. Alternative Education staff will continue to implement grade classification by credit upon enrollment to provide 12th grade students with a timeline for graduation and to accurately define the students who are included in the cohort for the one year graduation rate. In addition, staff will use the Alternative Education local dashboard and the individual student dashboards to closely monitor credit completion and graduation status for targeted realignment of resources to support student pathways to success.

Although the Community School and Court School CCI rates did not increase in 2019-2020 due to high mobility rates and the school closure due to COVID-19, the programs that we implemented to prepare students for college and careers have received recognitions. The RCOE partnership with UCR for Dual Enrollment was selected as the winner of the 2020 University Professional and Continuing Education Association (UPCEA) Engagement Award. UPCEA is the national professional membership organization for institutions of higher education who work in the continuing, professional and online education realm. Our Community School site at Betty G. Gibbel RLC was recognized as an AVID Showcase School as a result of being one of the first county-operated programs to implement AVID for two consecutive years. Betty Gibbel RLC was recognized at the WE Schools ceremony in Los Angeles for their service learning projects and our Expanding Horizons internship program at Arlington RLC received the Civic Learning Award of Merit in 2018 sponsored by the California Chief Justice and State Superintendent of Public Instruction. In order to increase college and career readiness, Alternative Education staff will continue Dual Enrollment courses with the University of California, Riverside, in academic and CTE courses, articulate the Multi-Media Production Pathway at VVRLC with Riverside Community College, and continue the five CTE pathways and AVID. A culinary arts food truck will be added as a part of a new Student led Enterprise and the California Cadet Corps will be added at VVRLC.

The Alternative Education Community School suspension rate declined from 3.2% in 2018-2019 to 0.5% in 2019-and the Court School suspension rate declined from 0.1% in 2018-2019 to zero in 2019-2020. In order maintain these outcomes, the use of other means of correction (counseling, mentoring), the implementation of PBIS with extensive incentives to improve behavior, and in-class support for behavior intervention will continue.

The Alternative Education Community School chronic absenteeism rate declined from 42.9% in 2018-2019 to 26.5% in 2019-2020. The chronic absenteeism rate was 15% in 2020-2021, albeit it declined during distance/online learning. In order to continue to improve student attendance

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

The Community School English Learner Progress indicator on the California Dashboard was at 58.3% making progress towards English language proficiency in 2018-2019, which met the high (55% to less than 65%) status. The court School did not have a significant number of English learners for this indicator in 2018-2019.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The Community School's performance on the California Dashboard was coded as red for academic achievement in ELA and math in 2018-2019. In 2019-2020, the Smarter Balanced Assessments in ELA and math (part of the CAASPP) were canceled due to the COVID-19 pandemic. In the 2019-2020 school year, the reading section of the Accucess assessment showed that 48.1% of students demonstrated growth between pre and post-test periods. This was up from 45.9% the prior year. The mathematics Accucess assessment showed that 50.0% of students demonstrated growth in the 2019-2020 school year, which was a decline of 3.3% from the prior year where mathematics growth was recorded at 53.3%.

An analysis of the ELA, reading, and math achievement on the Exact Path post-tests (May 2021) indicated that the percent of Community School and low income students meeting/exceeding standards was 21.7% in ELA, 26.6% in reading, and 16.7% in math compared to all students meeting/exceeding standards (20.7% in ELA, 30.9% in reading, and 20.3% in math). An analysis of the ELA, reading, and math achievement on the Exact Path post-tests (May 2021) indicated that the percent of Court School low income students meeting/exceeding standards was 21.8% in ELA, 23% in reading, and 12.4% in math compared to all students meeting/exceeding standards (17.8% in ELA, 26.1% in reading, and 17.8% in math). On the Exact Path post-tests (May 2021), the percent of Community School English learners meeting/exceeding standards (8.1% in ELA, 12.5% in reading, 10.8% in math) in ELA, reading and math was lower than the all students (20.7% in ELA, 30.9% in reading, and 20.3% in math). On the Exact Path post-tests (May 2021), the percent of Court School English learners meeting/exceeding standards was 7.6% in ELA, 26.9% in reading, 7.4% in math compared to all students meeting/exceeding standards (17.8% in ELA, 26.1% in reading, and 17.8% in math). In addition to the student scores on assessments, stakeholders prioritized the need for focused interventions to address learning recovery due to the school closure during the COVID-19 pandemic.

English learner scores on the Test of English Language Learners (TELL by Savvas) was the primary assessment used to measure student needs due to the cancelation of the ELPAC in 2019-2020. Overall in 2020-2021, 25% of EL students scored at high/advanced on the TELL, 37% scored at Intermediate on the TELL, 24% scored at Basic on the TELL, and 14% scored at Limited on the TELL. EL student scores were higher on the writing subtest of the TELL (55% at high/advanced) compared to reading (35% at high/advanced), listening (25% at high/advanced), and speaking (20% at high/advanced).

In order to improve student achievement in ELA and math, RCOE Alternative Education will continue to assess learning loss through multiple measures and addressed through a multi-tiered system of support to meet the different learning needs of students. Student learning and

progress, as well as diagnosing learning loss, will be measured through Exact Path ELA, reading, and math pre-/post-tests, Interim Assessment Blocks (IABs), the Test of English Language Learners (TELL), classroom-based tests, student grades/credits, and state assessments (CAASPP and ELPAC).

At the classroom level, teachers will measure student learning and progress through multiple assessment methods that include daily online class assignments, projects, quizzes, and teacher developed tests at the end of each unit (units range from four to six weeks of instruction). The Test of English Language Learners (TELL by Savvas) will be administered when an EL student enrolls in school and a post-test will be administered after 90 days to determine English language proficiency needs. Learning loss will also be identified in history-social science and science through in-class assessments in these subjects by teachers. Student grades will be used to provide authentic information to measure in-class performance on assignments, projects, and tests. Teachers will monitor student participation in Plato/Edmentum to help with content/skills where students needed additional support in each subject. Principals will track course completions in Plato/Edmentum and review pre-test/post-test results for each module in the Plato/Edmentum courses.

At the school level, MTSS data teams will continue as a means to identify student needs. During MTSS collaborative meetings on Wednesday PLCs, teachers, classified staff, and principals will review student data on attendance, behavior, grades, credits, and standardized test scores to determine classroom and school wide interventions for students. Central office administrators and principals will conduct classroom observations, provide feedback on content and instruction and support teachers. Principals will monitor the instructional supports provided to English learners and students with disabilities. Principals will monitor student work completion and graded assignment/test as recorded by teachers in Aeries Gradebook. Administrators/Principals will continue to review the weekly automated grade reports that are received through email (generated from Aeries) in order to monitor student progress. Parents/Guardians will monitor their child's learning using Parent Portal.

At the district level, the Alternative Education Leadership Team will continue meeting twice each month to monitor student achievement data, program outcomes, and actions/services in the LCAP. The Alternative Education Leadership Team is made up of site and central office administrators. Monitoring and evaluating the effectiveness of the plan will continue to be integrated with processes for the LCAP Annual Update, WASC accreditation review, and SPSA development. The Alternative Education Leadership Team will continue to use our own local dashboard in Aeries to monitor student data in real time during the two meetings each month.

Improving academic achievement will be addressed through the multi-tiered system of support for students. Tier one supports/responses will include small class sizes in order to personalize learning, support from instructional assistants in ELA and math in order to acquire the skills that are necessary to be successful in their core classes, the implementation of Universal Design for Learning and differentiated instruction during class by the teachers and instructional assistants, and credit recovery classes using Edmentum courseware (learning modules with pre-/post-tests). Tier two interventions/responses will include targeted in-class intervention from teachers, after school support from instructors, and online tutoring from contracted providers. Tier three supports/responses will include intervention courses during the school day, summer school, and the after school academy. Intervention courses are additional ELA or math classes to provide extended time for learning. Summer school will be offered to all students who need intervention, support, or credit recovery from June 1 through July 30, 2021. A six-period day will be offered during summer school and the courses and number of classes scheduled for students during summer school will be based on student academic learning needs in specific subjects/areas and or courses that need to be remediated based on grades. A new after school academy (tentatively named Accelerate to Graduate) will be offered on Tuesdays and Thursdays in the afternoon from 2:30-4:30 p.m. to provide a range of services to support students with academic or social-emotional support. Students will have options to engage in tutoring,

credit recovery, visual/performing arts, sports/activities, CTE, and/or receive support with social-emotional domains of learning such as behavioral/mental health counseling and mentoring.

All students will receive the aforementioned academic intervention with concomitant strategies that differ for pupils who are English learners, low-income, foster youth, pupils with exceptional needs, and pupils experiencing homelessness. Low income students have unique needs based on access to resources. Due to these circumstances, low income students will be provided with instructional resources, access to technology at home, UDL and differentiated instruction, and tutoring. English learners have specific needs in understanding the English language in reading, writing, speaking and listening. Due to these needs, English learners will receive differentiated instruction based on Exact Path, ELPAC and TELL scores that range from support from translators, scaffolds during instruction, intervention courses, and tutoring. Foster youth have often endured multiple home and school transitions and will receive support with school connections, learning progressions to address partial courses completions, counseling/mentoring, and support from the school social worker. Homeless youth will receive access to online resources, tutoring, counseling/mentoring, and support from the school social worker. Students with disabilities (SWD) have individualized needs based on their IEPs and will receive modified instruction, intervention courses, tutoring, and educationally related mental health services.

In order to increase college and career readiness, Alternative Education will partner with the University of California, Riverside-Extension Center, for a fourth consecutive year to implement Dual Enrollment courses in the Networking pathway for the Professional Certificate for Computer Technician. Students who pass the CompTIA® exams earn industry-recognized certifications (CompTIA® A+ certification, CompTIA® Network+ certificate, CompTIA® Security+certificate). Dual Enrollment courses in history and physics will continue in 2021-2022 for the second consecutive year. The CTE Multi-Media Production Pathway at VVRLC will be articulated with Riverside Community College. Alternative Education will continue the five CTE pathways using grant funding from Perkins, the K-12 SWP Grant, and the Career Technical Education Incentives Grant (CTEIG). A culinary arts food truck for the student led enterprise will be added in 2021-2022 to enhance financial literacy and an entrepreneurial spirit (mindset that embraces critical questioning, innovation, service, and continuous improvement). The California Cadet Corps is being planned at VVRLC to develop leadership skills, promote academic excellence, and encourage personal health and wellness. A paid apprenticeship program is being launched in partnership with UCR for students who earn a diploma or pass the High School Equivalency Test.

Although the Alternative Education Community School chronic absenteeism rate declined from 42.9% in 2018-2019 to 26.5% in 2019-2020, improvements in middle school attendance are necessary. In order to continue to improve student attendance and reduce chronic absenteeism for middle school students in the Community School, the implementation of incentives to improve attendance, bus passes, and home visits will be enhanced and supported by the school social worker.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

Alternative Education is partnering with the University of California, Riverside-Extension Center, for the third consecutive year to implement Dual Enrollment courses in the Networking pathway for the Professional Certificate for Computer Technician. The Dual Enrollment courses (four courses with 140 total hours of instruction and 14 units of college coursework) in the Networking pathway include IT Fundamentals-ITF+

Certification (Introductory), Maintaining and Supporting Computers-A+ Certification (Concentrator), IT Help Desk Operations and Support (Concentrator), and Networking+ Certification (Capstone). Students who successfully complete the courses earn college credit from UCR. Students who pass the CompTIA® exams earn industry-recognized certifications (CompTIA® A+ certification, CompTIA® Network+ certificate, CompTIA® Security+certificate). The Dual Enrollment courses are offered at ARLC and through online learning at all Community School sites and Court School sites. Alternative Education is partnering with the University of California, Riverside-Extension Center for the second year to offer history and physics courses.

Alternative Education received the K-12 SWP Grant for the third consecutive year along with a sixth year of funding from the Career Technical Education Incentives Grant (CTEIG). The K-12 SWP Grant along with Perkins funds and CTEIG provides supplemental resources for college and career readiness objectives, which are aligned with the IEDRC K-12 Strong Workforce Program Regional goals. The Dual Enrollment courses in the Networking Pathway and the Articulated courses in the Multimedia Production Pathway promote regional mobility of students between secondary and post-secondary education. The Alternative Education partnership with UCR Extension Center and RCC strengthens the pipeline from secondary to post-secondary career education.

Alternative Education is strengthening system alignment and articulation with colleges by implementing five Career Technical Education pathways this year. The pathways include Networking for the Information and Communication Technologies Industry Sector in partnership with the University of California, Riverside, Welding and Materials Joining pathway for the Manufacturing and Product Development Industry Sector partnering with Cryoquip Cryogenics for internships, Food Service and Hospitality pathway for the Hospitality, Tourism, and Recreation Industry Sector partnering with Morongo Casino and Indio Food Park, Residential and Commercial Construction pathway for the Building and Construction Trades Industry Sector partnering with the California Family Life Center, and the Multi-Media Production pathway for the Arts Media and Entertainment Industry Sector articulated with RCC The courses for the Multi-Media Production pathway are articulated with RCC and students earn college credit after successfully completing the courses.

Alternative Education is increasing opportunities for students to gain access to internships and expand industry and labor partnerships through the Welding and Materials Joining pathway at David L. Long Regional Learning Center in Murrieta. RCOE Alternative Education is working with the California Family Life Center, the Constitutional Rights Foundation, and Cryoquip Cryogenics to implement internships in welding for students who complete the pathway. Cryoquip is an international private company located in Murrieta next door to the David L. Long Regional Learning Center campus.

Expanding partnerships and industry certifications are accomplished through the Residential and Commercial Construction pathway at Betty Gibbel Regional Learning Center in San Jacinto. Students engage in work-based learning through the Food Service and Hospitality pathway at Don F. Kenny Regional Learning Center in Indio and Palm Springs Community School and earn food handler certifications and skills that provide options for entry-level jobs. Additional programs to provide internships for students include WorkAbility for students with disabilities.

The Advancement Via Individual Determination (AVID) program is continuing with a focus on students in grades 7-9.

Universal Design for Learning and Culturally Responsive Instruction are the focus of staff development and classroom approaches for the second consecutive year. UDL and Culturally Responsive Instruction reflect sociocultural and constituent-involving strategies that connect student's cultural assets and references to academic concepts and skills, employ curricula that encourages student reflection on their own lives

and society, support student cultural competence by facilitating learning about their own and other cultures, pursue social justice through critiques of discourses of power, and address anti-racism.

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

Programs and services to connect students to school in positive and safe learning environments include academic counseling, behavioral/mental health counseling, intervention/mentoring services, and assistance with transitions between schools. Programs to provide parents with support for their students include College Success, Nurturing Parenting classes, and the Parent Engagement Leadership Initiative workshops.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

The Community School and Court School are not a part of CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

The Community School and Court School are not a part of CSI.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

The Community School and Court School are not a part of CSI.

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Stakeholder engagement is an ongoing process for Alternative Education every year. Meetings are held with our stakeholders to gain input and feedback on our programs and services as a part of our continuous improvement process. Although the submission of the LCAP was canceled last year by CDE, the input from last year and the input from the Learning Continuity and Attendance Plan stakeholder meetings were integrated in this year's school program. Staff, parents/guardians, students, and community partners were involved in LCAP stakeholder meetings during the 2020-2021 school year along with stakeholder meetings for the Learning Continuity and Attendance Plan in the summer of 2020. Stakeholder engagement/input is always considered before finalizing the LCAP. Stakeholders review student data and program outcomes along with the state priorities at each meeting and provide input. The feedback from stakeholders is considered in relation to student data, the state priorities, and the unique needs of our students.

During August 2020, Learning Continuity and Attendance Plan stakeholder meetings were held with staff, parents/guardians, and students at the school sites across the county (August 11 at ARLC/AMCYTEC, August 12 at BGGRLC, August 13 DLLRLC/Southwest, August 14 DFKRLC/LF Smith, August 17 at Palm Springs, and August 18 at VVRLC).

From October 2020 to February 2021, LCAP stakeholder meetings were held with staff, parents/guardians, and students at the school sites across the county (October 27, 2020 at ARLC/AMCYTEC, November 17, 2020 at BGGRLC, December 8, 2020 at DLLRLC/Southwest, January 12, 2021 at DFKRLC/LF Smith, January 29, 2021 at Palm Springs, and February 16, 2021 at VVRLC). Parents and students from the schools representing the different programs (classroom, independent study, and parenting teens) participated in the regional meetings. Parents and students also responded to surveys. Stakeholders examined college and career readiness indicators (Exact Path ELA, reading, and math pre/post test results, enrollment in AVID, CTE and UC a-g courses, Dual Enrollment data) at site and partner meetings and provided input for the development of actions for Goal 1. Stakeholders studied the data on student engagement and school climate (attendance, chronic absenteeism, suspensions, survey results) at site meetings and provided input for the development of actions for Goal 2. Stakeholders analyzed the English learner data from assessments (TELL, ELPAC, reclassification, and scores on the CAASPP in ELA and math) at site and partner meetings and provided input for the development of actions for Goal 3.

During the 2020-2021 school year, the Community School-School Site Councils (SSCs) reviewed quantitative data and provided input on the LCAP at meetings on August 15, September 15, November 17, January 26, March 9, April 13, and May 11. The Court School-School Site Councils (SSCs) reviewed quantitative data and provided input on the LCAP at meetings on August 15, September 8, November 10, January 19, March 2, April 6, and May 4. The required members of the SSC are one principal, four teachers, one staff, 3 parents, and 3 students. The Community School English Learner Advisory Committee (ELAC) reviewed quantitative data and provided input on the LCAP at meetings on August 15, September 15, November 17, January 26, March 9, April 13, and May 11. The Court School English Learner Advisory Committee reviewed quantitative data and provided input on the LCAP at meetings on August 15, September 8, November 10, January 19, March 2, April 6, and May 4. The ELAC is made up of parents of English learner students.

The District English Learner Advisory Committee (DELAC) reviewed quantitative data and provided input on the LCAP at meetings on August 10, October 13, December 8, February 16, and May 18. The DELAC is made up of parents from the school ELACs. The Parent Advisory

Committee (PAC) met to provide input on the LCAP August 10, October 13, December 8, February 16, and May 18. The PAC met for final review and consult on May 18, 2021. The Parent Advisory Committee is made up of parents from the SSCs, ELACs, and DELACs.

In addition to the LCAP school site stakeholder meetings, staff members (certificated and classified employees from the Community School sites, Court School sites, and central office) provided input for LCAP actions through various meetings during the school year. Input for the LCAP was discussed at the quarterly (September 1, November 3, February 2, and April 6-Zoom meetings) Program Services Quality Review Committee (8 teachers selected by RCOTA and 7 -central office administrators, principals, counselor).

The Staff Development Planning Committee (Teachers, Principals, and Administrators) met on February 4, 2020 to examine student data and teacher needs in order to prioritize staff development actions for 2020-2021.

The Alternative Education Expanded Learning Opportunities (ELO) Grant planning committee (staff, parents, students, partners) met in April over three meetings and developed a plan that is aligned with the LCAP to provide supplemental instruction and support for students.

The WASC mid-cycle visits for the six-year terms of accreditation for the Community School (November 17, 2020) and Court School (February 23, 2021) occurred this year. The WASC visiting teams reviewed data, met with staff, and conducted remote observations in order to provide feedback on the progress of the WASC action plans, which are aligned to the LCAP as one comprehensive and continuous improvement process.

Community partners provided input into the LCAP at quarterly Alternative Education Career Technical Education Advisory Committee meetings (October 6, 2020, December 1, 2020, February 9, 2021, April 6, 2021). The Alternative Education Career Technical Education Advisory Committee includes the California Family Life Center, Cryoquip, Economic Development Agency (EDA), Riverside County Probation, and the Riverside Community College District. During the Alternative Education CTE Advisory Committee meetings, RCOE administrators and CTE teachers discuss the employment needs of businesses and industries in Riverside County in order to tailor programs that will lead to successful post--secondary employment.

During the quarterly meetings with Probation, input on programs for students in the Court School for the LCAP were discussed at inter-agency meetings (September 10, 2020, November 12, 2020, February 11, 2021, and April 8, 2021). During the quarterly Juvenile Justice Coordinating Council meetings, the needs of youth under the age of 12 who come into contact with law enforcement were discussed for SB 823 along with the needs of youth who have experienced an adverse childhood experience (ACE).

School districts responded to emails, surveys, and provided input on the Expelled Student Plan during RCOE Child Welfare and Attendance Zoom meetings (September 24, 2020, October 29, 2020, November 19, 2020, January 28, 2021, February 25, 2021, March 25, 2021).

During quarterly Foster Youth Executive Advisory Board meetings (September 15, 2020, November 17, 2020, January 19, 2021, March 16, 2021, May 18, 2021), districts provided input on services for foster youth. The members of the Foster Youth Advisory Board (15 school districts, DPSS, Loma Linda University, RCC and Moreno Valley College, RCOE, group home representatives, and former foster youth) discuss the needs of the foster youth in the school districts in Riverside County.

RCOE Alternative Education was provided support by the California Department of Education in the Differentiated Assistance process through the tri-county consortium with the Orange County Department of Education and San Bernardino County Office of Education to leverage the capacity, experience, expertise, resources, and strengths of each county office. Through a consortium support provider approach, Alternative

Education focused on identifying strengths and weakness relative to the state priority areas, reviewed performance level data, and used evidence-based programs and practices to address areas of need. Tri-county consortium meetings were held on December 9, 2019 and January 13, 2020. During the meetings, staff engaged in the improvement science approach for solving problems to understand root causes and process mapping to transform inputs to outcomes.

The Riverside County Office Teachers Association (RCOTA) met to review the LCAP on March 26, 2021. RCOTA appreciated the staff development focus areas and the emphasis on school safety. Representatives of Chapter 693 of the California School Employees Association met to review the LCAP on March 26, 2021. CSEA applauded the growth on the graduation rate and the focus on school safety.

The Riverside County SELPA Director met to review and provide input on the LCAP on April 13, 2021. The SELPA Director commended the inclusion of SWDs in all actions, the high expectations and rigor of the UCR Dual Enrollment classes, and the success of the SWDs in the college classes. The SELPA Director also praised the Community and Court school-wide implementation of UDL.

The RCOE Alternative Education Leadership Team prioritized the proposed actions/services based on the metrics for the state priorities and the needs of the students in the Community School and Court School. LCFF funds are coordinated with the Expanded Learning Opportunities Grant and other Elementary and Secondary School Emergency Relief Funds (ESSER II, ESSER III, and GEER II) to complement the LCAP goals, actions, and services.

The Riverside County Board of Education reviewed the components of the LCAP at the meetings on April 7, 2021 (Annual Update for the LCAP and Learning Continuity and Attendance Plan) and on May 5, 2021 (LCAP Draft). The LCAP was presented at the Board meeting on June 2, 2021 for public review and comment and on June 23, 2021 for adoption.

A summary of the feedback provided by specific stakeholder groups.

Based on data, the information from the stakeholders meetings and the LCAP Annual Update process, and feedback from the WASC visiting committees, Goal 1 was revised as a broad goal: Students will graduate from high school academically and socially prepared for college, the workforce, and civic responsibility.

Based on data, the information from the stakeholders meetings and the LCAP Annual Update process, and feedback from the WASC visiting committees, Goal 2 was revised as a broad goal to clearly define the social-emotional domains of learning: Students will develop skills in self-management, self-awareness, social awareness, responsible decision making, and relationship building in positive, safe, and healthy learning environments.

Goal 3 was revised as a focus goal due to the needs of English learners: English learners will acquire proficiency in English.

Goal 4 was created as maintenance of progress goal due to the services provided to school districts: Instruction for expelled students and youth on probation and services for foster youth will be coordinated with the school districts in Riverside County.

The RCOE Alternative Education Leadership Team prioritized the proposed actions/services based on the metrics for the state priorities and the needs of the students in the Community School and Court School. The actions/services for each of the goals were revised to varying degrees for 2021-2022 based on the data, student needs, stakeholder input, and the Differentiated Assistance process. The actions/services that impacted the LCAP for the 2021-2022 school year are organized by stakeholder group. The input from stakeholder meetings was site specific in some instances and program specific in others based on the perspectives of the groups.

The WASC mid-cycle visits for the six-year terms of accreditation for the Community School and Court School occurred this year. The Community School WASC mid-term visit occurred on November 17, 2020. The Community School WASC visiting committee reviewed the school's areas of growth with the administrators and agreed that a continued effort in the action plan areas will strengthen students' outcomes and was satisfied with the progression of these areas as well. The Community School WASC visiting committee noted the school principals' support for all staff members, students and families along with strong Alternative Education central office support for all programs. Other commendations included CTE Pathways that give students training and open doors for futures careers, very supportive teachers who empower their students to achieve both academically and personally, and staff collaboration between all campuses. In addition, strengths included very effective and supportive communication with students and families and nurturing and empowering environment for all students. The Community School WASC visiting committee concurred with the school's identified areas for growth: improve student achievement in ELA and mathematics; continue to enhance student college and career readiness skills; improve student connectedness to school (improve student attendance and behavior), enhance parent involvement in the education of their children; and improve EL student English language acquisition and English language and math proficiency.

The Court School WASC mid-cycle visit for the six-year term of accreditation occurred on February 23, 2021. During the visit, the WASC visiting committee held online meetings with students, parents, and staff to get their feedback. Students (14 students) stated that it was more challenging to have online classes, but they get the help they needed and the interaction with their teachers. Students stated that they would like more time to be on computers. The parents (26 parents) stated that their kids are enjoying school. The only concern from parents was on the process to communicate with Court School teachers on grades and credits (Knowing how to reach out to the Court School staff). Some parents were unaware of Aeries Parent Portal and some parent wanted to Zoom with the teachers. The Court School teachers reported that

they enjoy their jobs, appreciate the PLC topics, and that administration supports them and trusts them to do their jobs. The Court School WASC visiting committee (one person-the chair) provided commendations in a number of areas. The WASC visiting committee chair noted that all stakeholders collaborate for the benefit and betterment of the students and that the strong relationships between Alternative Education, Riverside County Probation, administrators, teachers, and students were evident. The chair noted that the connections that are made with the students help to re-connect the students to their education and show them that they can be successful. The chair interviewed the students and reported that the students understand that everyone at the school is vested in their education and that is why they push students to rise up and meet the challenges, which builds their self-esteem. The chair was impressed with the partnerships that Alternative Education has established with Riverside County Probation and UC Riverside, which built a strong and unified program. The chair stated that the collaboration with Probation allows the educational program to thrive, and the dual-enrollment options with UC Riverside Extension shows the students what else is possible. In addition, the chair stated that the Court School has a mentality of continuous improvement through data analysis and self-reflection. Students stated that Probation staff keep things structured. The chair noted that there are no new additional growth areas for continuous improvement and concurred with the action plan from the initial WASC visit three years ago.

The input provided by students, parents, and staff at the school site LCAP stakeholder meetings from October to March provided site specific information for the Community School and Court School. The following input served as an affirmation confirmation for the continuation of specific actions/services and recommendations for new services:

Stakeholders (11) at Arlington Regional Learning Center/AMC YTEC on October 27, 2020 suggested the following:

- Increase instructional differentiation (Goal 1).
- Update progress in Aeries Parent Portal and send graded work home for parents to review (Goal 1).
- MTSS is very helpful in discussing student needs (Goal 1)
- Continue eSports (Goal 2).
- Increase student incentives (Goal 2).
- Increase opportunities to meet with counselors (Goal 2).
- Provide information/topics to parents about upcoming meetings (Goal 2).
- Implement UDL for EL students (Goal 3).
- Continue Parent Portal and Parent Square (Goal 3).

Stakeholders (17) at Betty G. Gibbel Regional Learning Center on November 17, 2020 suggested the following:

- Continue Dual Enrollment (Goal 1).
- Continue AVID (it has changed our Grandson's life) (Goal 1).
- Continue college/virtual visits (Goal 1).
- Use technology-computers/laptops, mouse, headphones, microphones interactive TVs in all classes (Goal 1).

- Differentiate staff development for teachers (Goal 1).
- Continue CTE Construction class at BGGRLC (Goal 1).
- Continue tutoring (Goal 1).
- Continue MTSS (Goal 1)
- Continue academic counseling (Goal 1).
- Continue behavioral health counseling (Goal 2).
- Continue incentives for students (Goal 2).
- Continue bus passes (“they have made a difference in kids’ lives in their neighborhood”) (Goal 2).
- Expand eSports program (Goal 2).
- Continue social work interns (Goal 2).
- Add more parent trainings (Goal 2).
- Continue use of computers for instructional support of ELs (Goal 3).
- Parents would like to remain at BGGRLC after term of expulsion (Goal 4).

Stakeholders (15) at David L. Long Regional Learning Center/Southwest Court School on December 8, 2020 suggested the following:

- Increase professional learning for teachers and instructional assistants on Universal Design for Learning (Goal 1).
- Provide more site-based PLCs (Goal 1).
- Continue Zoom for PLCs and SILK (Goal 1).
- Continue AVID (Goal 1).
- Continue CTE welding pathway (Goal 1).
- Continue partnership with Cryoquip (Goal 1).
- Continue Parent Square (Goal 2).
- Continue school social worker for foster youth (Goal 2).
- Continue point/incentives system (Goal 2).
- Continue behavioral health counseling (Goal 2).
- Continue mentoring (Goal 2).
- Continue intramural sports ((Goal 2).

- Provide additional training on instructional scaffolding (Goal 3).

Stakeholders (14) at Don F. Kenny Regional Learning Center/LF Smith Court School on January 12, 2021 suggested the following:

- Continue grade classification by credits for 12th grade students (Goal 1).
- Continue online access to curriculum resources for students to use at home (Goal 1).
- Continue career interest inventory (Goal 1).
- Ensure instructional assistants attend weekly PLCs and SILK (Goal 1).
- Add in-class opportunities for Dual Enrollment in the desert (Goal 1).
- Explore connections with College of the Desert for CTE.
- Continue AVID tutors and conferences (Goal 1).
- Continue CTE pathways and explore more options at desert sites (Goal 1).
- Continue structured process for MTSS (Goal 1).
- Reinvigorate WE schools-project-based service learning (Goal 1).
- Provide more training on UDL (Goal 1).
- Continue social-emotional support for students in class (Goal 2).
- Continue home visits, bus passes, and incentives to improve student attendance (Goal 2).
- Continue social worker and behavioral health counseling (Goal 2).
- Continue mentor (Goal 2).
- Continue and expand intramural sports (Goal 2).
- Expand visual and performing arts program (Goal 2).
- Add eSports to desert school sites (Goal 2).
- Expand use of email to communicate with parents/families (Goal 2).
- Revisit the use of sentence starters and response frames as ways to scaffold instruction for ELs (Goal 3).
- More experiential learning and hands on activities for EL students (Goal 3).

Stakeholders (17) at Palm Springs Community School on January 29, 2021 suggested the following:

- Continue AVID (Goal 1).
- Continue the Spanish course with Zoom access for the desert (Goal 1).

- Continue the visual/performing arts programs (Goal 1).
- Increase internships for students in the desert (Goal 1).
- Explore culinary arts food truck (Goal 1).
- Increase incentives for student attendance and behavior (Goal 2).
- Continue mentoring (Goal 2).
- Continue sports program (Goal 2).
- Continue parent programs (Goal 2).
- Add clubs (e.g., chess club) on campus for students (Goal 2).

Stakeholders (14) at Val Verde Regional Learning Center on February 16, 2021 suggested the following:

- More use of technology in class (Goal 1).
- Add California Cadet Corps at VVRLC (Goal 1).
- More college campus visits (Goal 1).
- Continue ELA and math online tutoring (Goal 1).
- Maintain live (face to face) tutoring (Goal 1).
- Keep student incentives for behavior and attendance (Goal 2).
- Keep the NFL mentor (Goal 2).
- Keep quarterly student awards events (Goal 2).
- Maintain Parent Portal. Need more positive calls when students are doing well (Goal 2).

RCOE Alternative Education used the California Standards Self-Reflection Tool to measure its progress implementing state academic standards. Teachers, instructional assistants, principals, and administrators responded to the surveys.

The average rating for the local educational agency's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks for English Language Arts, English Language Development, and mathematics were at full implementation. The average rating for the local educational agency's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks for the Next Generation Science Standards was at initial implementation and History-Social Science was at full implementation.

The average rating for the local educational agency's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks for English Language Arts, English Language Development, and mathematics were at full implementation. The average rating for the local educational agency's progress in making instructional materials that are aligned to the recently

adopted academic standards and/or curriculum frameworks for Next Generation Science Standards and History-Social Science were at full implementation.

The average rating for the local educational agency's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks (e.g., collaborative time, focused classroom walkthroughs, teacher pairing) for English Language Arts, English Language Development (Aligned to English Language Arts Standards) and mathematics were at full implementation. The average rating for the local educational agency's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks (e.g., collaborative time, focused classroom walkthroughs, teacher pairing) for Next Generation Science Standards and History-Social Science were at full implementation.

The average rating for the local educational agency's progress implementing Career Technical Education, health education, and the physical education Model Content Standards were at full implementation. The average rating for the local educational agency's progress implementing visual and performing arts and world language were at initial implementation.

The average rating for the local educational agency's success at identifying the professional learning needs of groups of teachers or staff as a whole, identifying the professional learning needs of individual teachers, and providing support for teachers on the standards they have not yet mastered were at full implementation.

The Self-Reflection Tool for Parent Engagement (Priority 3) was administered during the fall and winter of 2020-2021. RCOE annually measures its progress in: (1) seeking input from parents in decision making; and (2) promoting parental participation in programs, and reports the results to its local governing board at a regularly scheduled meeting and to stakeholders and the public through the California School Dashboard. The self-reflection tool is organized into three sections. Each section includes promising practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-making

Under Building Relationships, parents responded that RCOE Alternative Education was a full implementation in the following:

1. The LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.
2. The LEA's progress in creating welcoming environments for all families in the community.
3. The LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.
4. The LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.

Under Building Partnerships for Student Outcomes, parents responded that RCOE Alternative Education was a full implementation in the following:

5. The LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.
6. The LEA's progress in providing families with information and resources to support student learning and development in the home.
7. The LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.
8. The LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.

Under Seeking Input for Decision Making, parents responded that RCOE Alternative Education was a full implementation in the following:

9. The LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.
10. The LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.
11. The LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.
12. The LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.

The Program Services Quality Review Committee emphasized the importance of school safety through infrastructure upgrades (cameras, two-way radios, safety procedures) and maintaining small class sizes. In addition, more PLCs through Zoom, access to online instructional materials in the Court School sites, project-based service learning, and counseling were acknowledged as important to continue in 2021-2022.

The Alternative Education Career Technical Education Advisory Committee recommended to focus on providing internships at Cryoquip Cryogenics and offering pre- apprenticeships and apprenticeships for students who are 18 years of age or older. In addition, the CTE Advisory Committee supported the addition of a culinary arts food truck for the new Student Led Enterprise initiative and the implementation of California Cadet Corps as new measures for college and careers (Located under Goal 1).

The Professional Development Planning Committee created the professional learning calendar for 2021-2022. Professional development priorities included UDL, MTSS, teacher-led PLCs based on choice, teacher planning time, and required trainings in health education, suicide prevention, prevention of sexual exploitation of children, and CAASPP administration procedures (Located under Goal 1).

The Juvenile Justice Coordinating Council supported the SB 439 Protocol and the Aware to Care Exchange (ACE) with funding for RCOE to coordinate the services for youth under the age of 12 who come into contact with law enforcement for youth who have experienced an adverse childhood experience (ACE) (Located under Goal 2).

The Alternative Education Expanded Learning Opportunities (ELO) Grant planning committee (staff, parents, students, partners) developed a plan that is aligned with the LCAP to provide supplemental instruction and support for students. The ELO includes extended instructional

learning time, accelerating progress to close learning gaps through the expansion of learning supports, integrated student supports to address other barriers to learning, supports for credit deficient students to complete graduation requirements and to increase or improve students' college eligibility, additional academic services for students, and training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs (Goal 1 and 2).

Members of the School Site Council (SSC) emphasized the importance of the student transition process, parent communication, parent trainings, along with intramural sports and the counseling support (Located under Goal 2).

Parents on the English Learner Advisory Committee (ELAC) recommended to continue regular communication on student attendance, translation services for parents, and the reclassification process (Located under Goal 2 and 3).

The parents on the District English Learner Advisory Committee (DELAC) stated that they liked the small school environment and small class sizes and appreciate the support from the principal. The DELAC parents appreciated the bus passes for students and transportation to school (Located under Goal 2).

The Parent Advisory Committee (PAC) appreciated the well-rounded program and options for students as well as the safe learning environment at the school sites (Located under Goal 2).

The feedback on the components of the Riverside County Expelled Student Triennial Plan for 2021-2024 from the 23 school districts in Riverside County included appreciation for the Community School referral process and data exchange between RCOE Alternative Education and the 23 school districts on the enrollment and exits of students in the Community School and Court School (Located under Goal 4).

Riverside County Probation worked with Alternative Education to update the RCOE and Probation Transition Plan to align with AB 1354 (which updated AB 2276). Riverside County Probation reiterated their support to continue the Coordinator of Student Transitions to facilitate student entry/exits and re-affirmed the need for the Dual Enrollment courses and tutoring for students. Probation concurred with RCOE Alternative Education's focus on PBIS and student incentives in the Court School. Probation was in support of having one principal over the Court School to streamline communication and student transitions (Located under Goal 4).

The stakeholders involved in the Differentiated Assistance and tri-county consortium meetings prioritized academic achievement in ELA and math. Tri-county consortium meetings were held in January, March, and May 2021 to engage central office administrators, principals, and teacher leaders in an analysis of the California Dashboard data and the improvement science process. Alternative Education focused math curriculum, instruction, assessments, and staff development to improve student achievement (Located under Goal 1).

Alternative Education met with the CWA directors to gain feedback on the local performance indicator for the coordination of services for expelled students (Priority 9). The average rating on assessing status of triennial plan for providing educational services to all expelled students in the county was at full implementation for review of required data, identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps, and identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils (Located under Goal 4).

The average rating on coordinating on development and implementation of triennial plan with all local educational agencies within the county at full implementation. The average rating on establishing ongoing collaboration and policy development for transparent referral process for

local educational agencies within the county to the county office of education or other program options, including dissemination to all local educational agencies within the county a menu of available continuum of services for expelled students was at full implementation. The average rating on developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education was at full implementation (Located under Goal 4).

The members of the Foster Youth Executive Advisory Board indicated supported the emphasis on programs to support foster youth with high school graduation, FAFSA completions, and college transitions (Located under Goal 4). The Foster Youth Services Coordinating Program staff met with the school districts and partner agencies to complete the self-reflection tool for the coordination of services for foster youth (Priority 10).

The average rating was at full implementation for establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, local educational agencies, the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).

The average rating was at full implementation for building capacity with local educational agency, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).

The average rating was at full implementation for providing information and assistance to local educational agencies regarding the educational needs of foster youth in order to improve educational outcomes.

The average rating was at full implementation for providing direct educational services for foster youth in local educational agency or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.

The average rating was at initial implementation for establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.

The average rating was at full implementation for facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.

The average rating was at initial implementation for developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.

The average rating was at initial implementation for engaging in the process of reviewing plan deliverables and of collecting and analyzing local educational agency and county office of education level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Based on data, the information from the stakeholders meetings and the LCAP Annual Update process, and feedback from the WASC visiting committees, LCAP stakeholders agreed to update Goal 1 to align with the new RCOE pledge. Goal 1 now states that students will graduate from high school academically and socially prepared for college, the workforce, and civic responsibility. The following actions were confirmed or created for 2021-2022:

Continue online registration was influenced by the meeting with CSEA (Action 1).

Continue the hybrid Spanish/AP Spanish courses was influenced by LCAP stakeholder site meetings (Action 1).

Continue visual and performing arts program was influenced by LCAP stakeholder site meetings (Action 1).

Add ethnic studies course as a graduation requirement was influenced by the Expanded Learning Opportunities committee (Action 1).

Continue updating instructional materials and technology was influenced by LCAP stakeholder meetings and CTE Advisory Committee meetings (Action 2).

Continue updating technology at all sites. The tablets, desktops, and interactive televisions will provide support Universal Design for Learning was influenced the Staff Development Planning Committee (Action 2 and 3).

Utilize more technology instruction/presentation by students (developing PowerPoints, exploring, research, essay writing) was influenced by LCAP stakeholder site meetings (Action 3).

Provide professional development on UDL/culturally responsive instruction (9 PLCs), MTSS (9 PLCs), teacher led/choice (10 PLCs), teacher planning/grading (4 PLCs), and CAASPP administration (1 PLC). The Summer Institute of Learning and Knowledge (SILK) will focus on mandated trainings in Health Education, Suicide Prevention, and prevention of sexual exploitation of children was developed by the Staff Development Planning Committee (Action 4 and 5).

Increase the use of Zoom for PLCs to reduce travel time for teachers was influenced by the Staff Development Planning Committee (Action 4)

Continue in-class support and professional development in ELA and math from the Coordinator of Instructional Innovation and Support was influenced the Leadership Team and Staff Development Planning Committee (Action 4).

Continue college visits, college fairs, and UCR summer camp was influenced by LCAP stakeholder site meetings (Action 6).

Continue ASVAB and PSAT was influenced by LCAP stakeholder site meetings (Action 6).

Continue the counselor position to support high school graduation and college and career readiness was influenced by CTE Advisory Committee and LCAP stakeholder site meetings (Action 6).

Continue AVID, Cornell Notes, WICOR and AVID tutors was influenced by LCAP stakeholder site meetings (Action 7).

Continue and CTE pathways was influenced by CTE Advisory Committee and LCAP stakeholder site meetings (Action 8).

Continue with Dual Enrollment was influenced by CTE Advisory Committee and LCAP stakeholder site meetings (Action 9).

Implement the California Cadet Corps to provide additional post-secondary career options for students was influenced by CTE Advisory Committee and LCAP stakeholder site meetings (Action 10).

Implement a student led enterprise initiative through a culinary arts food truck was influenced by CTE Advisory Committee and LCAP stakeholder site meetings (Action 11).

Expand work-based learning (Action 12) and paid internships was influenced by CTE Advisory Committee (Action 13).

Continue MTSS Data Teams during monthly PLCs was influenced by LCAP stakeholder meetings and the Staff Development Planning Committee and the WASC visiting committees (Action 14).

Intensify differentiated instruction (one-on-one or small group support) for students in ELA and math was influenced by LCAP stakeholder site meetings (Action 15).

Maintain smaller class sizes (one teacher to 20 students) to enhance student and teacher interactions was influenced by PSQR Committee (Action 15).

Continue tutoring in ELA and math was influenced by LCAP stakeholder site meetings and the Expanded Learning Opportunities Grant Committee (Action 16).

Expand summer school hours for learning recovery and acceleration was influenced by the Expanded Learning Opportunities Grant committee (Action 16).

Monitoring instruction and learning for students with disabilities was influenced by LCAP stakeholder meetings the meeting with the SELPA (Action 17).

Add online classes as an option for students was influenced by the COVID-19 school closure and the Alternative Education Leadership Team (Action 18).

Continue credit recovery was influenced by LCAP stakeholder meetings (Action 19).

Continue the High School Equivalency Test as an option to complete high school was influenced by LCAP stakeholder meetings and the Expanded Learning Opportunities Grant committee (Action 20).

Based on data, the information from the stakeholders meetings and the LCAP Annual Update process, and feedback from the WASC visiting committees, Goal 2 was revised to clearly define the social-emotional domains of learning: Students will develop skills in self-management, self-awareness, social awareness, responsible decision making, and relationship building in positive, safe, and healthy learning environments. The following actions were confirmed or created for 2021-2022:

Reinvigorate PBIS and maintain incentives and recognition for student achievement, attendance, and behavior was influenced by LCAP stakeholder site meetings and Alternative Education Leadership Team (Action 1 and 2).

Continue social worker to improve student attendance was influenced by LCAP stakeholder site meetings (Action 1, 2, and 4).

Continue sports program. Football, basketball, soccer and after school program was influenced by LCAP stakeholder site meetings (Action 3).

Continue social work intern/behavioral health counseling was influenced by LCAP stakeholder site meetings (Action 6).

Continue student behavioral health support and intervention, school wellness centers, and wrap around services was influenced by the needs during the school closure due to COVID-19, LCAP stakeholder meetings, and the Expanded Learning Opportunities Grant Committee (Action 6 and 7).

Continue student mentoring was influenced by LCAP stakeholder site meetings (Action 8).

Continue the Transition Plan was influenced by the quarterly meetings with Riverside County Probation (Action 9).

Continue coordinating the SB 439 Protocol and the Aware to Care Exchange (ACE) with funding from JJCC was influenced by the JJCC (Action 9).

Continue full-time campus security supervisors was influenced by PSQR meetings (Action 10).

Maintain classroom cameras, telephones/intercoms and two-way radios to communicate with the front office by PSQR meetings (Action 11).

Continue canine detection was influenced by PSQR meetings (Action 12).

Maintain clean schools was influenced by all stakeholders (Action 13).

Continue Parent Portal was influenced by SSC, ELAC, DELAC, PAC and LCAP stakeholder site meeting (Action 14).

Continue Aeries Communication/Parent Square as the new automated system to contact parents through telephone, email, text, and social media was influenced by the LCAP stakeholder site meetings (Action 14).

Continue parent classes was influenced by SSC, ELAC, DELAC, PAC and LCAP stakeholder site meetings (Action 15).

Continue parent decision making forums was influenced by WASC, SSCs, ELACs, DELAC and PAC (Action 16).

Goal 3: English Learners will acquire proficiency in English. The following actions were confirmed or created for 2021-2022:

Acquire and implement more instructional materials for newcomers was influenced the ELAC, DELAC, and Staff Development Planning Committee (Action 1).

Provide more opportunities for EL students to practice oral language conventions and to speak in class and make presentations in ELD and all classes was influenced by LCAP stakeholder meetings (Action 2).

Provide flexible groupings of English learner students, specifically long-term English learners, in integrated and designated ELD to allow for increased conversations in all subject areas was influenced by the Staff Development Planning Committee (Action 2).

Provide more opportunities for EL students to learn from others and practice oral language production was influenced by ELAC and DELAC (Action 2)

Utilize TELL results for instructional planning was influenced the Staff Development Planning Committee (Action 3).

Implement Universal Design for Learning (UDL) was influenced the Staff Development Planning Committee (Action 4).

Expand the use of instructional scaffolds (e.g., Thinking Maps) was influenced the Staff Development Planning Committee (Action 4).

Goal 4: Instruction for expelled students and youth on probation and services for foster youth will be coordinated with the school districts in Riverside County. The following actions were confirmed or created for 2021-2022:

Continue the classroom-based and independent study program options for expelled students and students on probation was influenced by the CWA meetings (Action 1). Continue providing regional community school programs to serve students was influenced by the CWA meetings (Action 1).

Continue the educational program and interventions in the Court School was influenced by the meetings with Riverside County Probation (Action 2).

Continue to coordinate Foster Youth services for Riverside County with school districts, Probation, and DPSS in Riverside County to support foster youth with high school graduation, college and career readiness, school stability, and transitions/placements was influenced by the Foster Youth Executive Advisory Committee (Action 3).

Facilitate quarterly interagency meetings with school districts and agencies in Riverside County was influenced by the Foster Youth Executive Advisory Committee (Action 3).

Support districts with LCAP priorities for foster youth was influenced by the Foster Youth Executive Advisory Committee (Action 4 and 8).

Work with school district staff to increase foster youth graduation rates and college and career readiness was influenced by the Foster Youth Executive Advisory Committee (Action 4).

Build district capacity on compliance with AB 490 and AB 216 evaluations was influenced by the Foster Youth Executive Advisory Committee (Action 4).

Train district staff on grade and credit protection/partial credit issuance was influenced by the Foster Youth Executive Advisory Committee (Action 4).

Train and support districts with college and career transition services such as the CHAFEE Grant, FAFSA, college applications, warm hand off to college, and educational case management was influenced by the Foster Youth Executive Advisory Committee (Action 4).

Work with counselors of high school seniors to build their capacity to ensure appropriate scheduling, access and enrollment in appropriate courses including UC a g, Honors and AP courses, access to extracurricular activities, and accurate transcript evaluations was influenced by the Foster Youth Executive Advisory Committee (Action 4).

Continue to implement the foster youth transportation MOU with the school districts, DPSS, and Riverside County Probation was influenced by the Foster Youth Executive Advisory Committee (Action 6).

Provide workshops and conferences to school district staff on foster youth laws was influenced by the Foster Youth Executive Advisory Committee (Action 7).

Provide trainings to build district capacity to support the social emotional and behavioral needs of foster youth in Trauma Informed Care and building a district Foster Youth Mentoring Team was influenced by the Foster Youth Executive Advisory Committee (Action 7).

Provide differentiated assistance to the school districts in Riverside County for foster youth was influenced by the requirements CSI county office support (Action 8).

Implement a foster youth data tracking system with the school districts, Probation, and DPSS was influenced by the Foster Youth Executive Advisory Committee (Action 9).

Goals and Actions

Goal

Goal #	Description
1	Students will graduate from high school academically and socially prepared for college, the workforce, and civic responsibility.

An explanation of why the LEA has developed this goal.

This broad goal was developed based on the local performance indicators on the California Dashboard, the state indicators on the California Dashboard, and stakeholder input. In addition, stakeholders prioritized the need for Goal 1 to continue the progress on graduation rates and improve academic achievement and CCI due to the school closure during the COVID-19 pandemic. This goal was developed based on the local performance indicators on the California Dashboard for basic services in appropriately assigned teachers and access to curriculum-aligned instructional materials (Priority 1), implementation of the California Standards (Priority 2), and course access (Priority 7). This goal was also based on student data from the state indicators on the California Dashboard/DASS for the one-year graduation rate (Priority 5), college and career readiness indicator (Priority 4), student data from the local assessments (Exact Path in ELA, reading, and math-Priority 8), and input from our stakeholder groups. The metrics and actions/services target the performance outcomes for graduation rates (Priority 5), college/career indicator (Priority 4), academic performance in ELA and math (Priority 4), and data from the Alternative Education local assessments in ELA and math (Priority 8). Stakeholders prioritized multiple actions for the College and Career Indicators (a-g completion, CTE pathway completion, Dual Enrollment, student led enterprise, internships, apprenticeships) to provide different opportunities for students to learn skills for post-secondary education success, particularly since student mobility rates make it challenging to meet the metrics on the California Dashboard.

The actions were created/grouped in order to meet the metrics for local and State indicators on the California Dashboard for the LCFF priorities. The following actions were created/grouped to meet the metrics for high school graduation under LCFF Priority 4 and 5 and in response to stakeholder feedback from the Leadership Team, Staff Development Planning Committee, LCAP site stakeholder meetings, SSC, ELAC, DELAC, PAC, ELO Grant Committee, and WASC: Action 1 (maintain 100% DASS one-year graduation rate through a broad course of study), Action 2 (maintain 100% DASS one-year graduation rate and improve academic achievement through the purchase of instructional materials), Action 3 (maintain 100% DASS one-year graduation rate and improve academic achievement through the use of technology and development of digital literacy), Action 4 (improve academic achievement through professional development), Action 5 (improve academic achievement through UDL and culturally responsive instruction), Action 14 (improve academic achievement through formative assessments and MTSS data teams), Action 15 (improve academic achievement through Multi-Tiered Systems of Supports-classroom-based supports), Action 16 (improve academic achievement through Multi-Tiered Systems of Supports—extended learning time), Action 17 (improve academic achievement through monitoring instruction and learning for students with disabilities), Action 18 (maintain 100% DASS one-year graduation rate through online courses), Action 19 (maintain 100% DASS one-year graduation rate through credit recovery), and Action 20 (maintain 100% DASS one-year graduation rate through High School Equivalency Test).

The following actions were created/grouped to meet the metrics for CCI under LCFF Priority 4 and in response to stakeholder feedback (CTE Advisory Committee, Leadership Team, Staff Development Planning Committee, LCAP site stakeholder meetings): Action 1 (improve CCI through a broad course of study that includes Dual Enrollment, CTE), Action 2 (improve CCI through the purchase of instructional materials), Action 3 (improve CCI through the use of technology and improved digital literacy skills), Action 4 (improve CCI through CTE teacher professional development), Action 6 (improve CCI through college and career readiness counseling and transitions), Action 7 (improve student college knowledge and preparation through AVID), Action 8 (improve CCI through Career Technical Education Pathways), Action 9 (improve CCI through College Course Credit), Action 10 (improve CCI through California Cadet Corps), Action 11 (improve CCI through Student Led Enterprise), Action 12 (improve CCI through Work-Based Learning and Industry Certifications), and Action 13 (improve CCI through internships for students).

The following actions were created/grouped to meet the local indicators on the California Dashboard for basic services, implementation of the California Standards, and course access: Action 1 (Broad Course of Study), Action 2 (Instructional Materials), Action 3 (Technology and Digital Literacy), Action 4 (Professional Development), Action 7 (AVID), and Action 8 (Career Technical Education Pathways).

Goal 1 will be measured by high school graduation rates/high school equivalency data (Priority 1, 2, 5, and 7), student completion of Dual Enrollment courses, CTE pathways, participation in internships, apprenticeships, student led enterprise, and the California Cadet Corps for CCI (Priority 4), and student scores on the Exact Path assessments and the CAASPP for academic achievement (Priority 1, 2, 4, 5, 7, 8). The CDE created self-reflection tools will be used to measure implementation of the California State Standards and student information systems will be used to assess instructional materials, course access, and teacher assignments for the local indicators on the California Dashboard. This goal will improve the metrics as outlined in the measuring and reporting results section of the LCAP for Goal 1.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching using teacher certification data and Aeries course assignments (Priority 1)	Based on teacher certification data and Aeries course assignments, all teachers were appropriately assigned and fully credentialed in the subject areas 2020-2021	To be completed in 2021-2022 for 2022-2023 LCAP	To be completed in 2022-2023 for 2023-2024 LCAP	To be completed in 2023-2024 for 2024-2025 LCAP	Maintain at 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Students have access to standards-aligned instructional materials based on the Alternative Education Textbook Management System (Priority 1)	All students had access to standards aligned instructional materials in 2020-2021 based on the Alternative Education Textbook Management System	To be completed in 2021-2022 for 2022-2023 LCAP	To be completed in 2022-2023 for 2023-2024 LCAP	To be completed in 2023-2024 for 2024-2025 LCAP	Maintain at 100% in the aggregate and for each student group
California State Standards Implementation Reflection Tool. Implementation of academic content and performance standards and English language development standards (Priority 2)	The average rating on the California Standards Reflection Tool was 4 based on all five areas: Professional Learning on New Standards. Instructional Materials Aligned to New Standards. Identifying Areas Needing Improvement. Progress in Implementing Standards in All Areas. Identifying Professional Learning	To be completed in 2021-2022 for 2022-2023 LCAP	To be completed in 2022-2023 for 2023-2024 LCAP	To be completed in 2023-2024 for 2024-2025 LCAP	The average rating on the California State Standards Implementation Reflection Tool will be 4 based on the average of all areas

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Course Access: Pupil enrollment in a broad course of study based on Aeries course scheduling reports and graduation status reports (Priority 7)	All students had full access to a broad course of study in 2020-2021 based on Aeries course scheduling reports and graduation status reports	To be completed in 2021-2022 for 2022-2023 LCAP	To be completed in 2022-2023 for 2023-2024 LCAP	To be completed in 2023-2024 for 2024-2025 LCAP	Maintain at 100% in the aggregate and for each student group
The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the UC or CSU based on Aeries Course Completion tables (i.e. Completed A-G) (Priority 4)	All students were enrolled in UC a-g courses 2020-2021. The percent completing UC a-g course of study was zero in 2020-2021 due to high student mobility rates, students not enrolled in Alternative Education for four years, and for students on the California minimum high school graduation requirements (AB 216, AB 1806, AB 2121, AB 2306, AB 365)	To be completed in 2021-2022 for 2022-2023 LCAP	To be completed in 2022-2023 for 2023-2024 LCAP	To be completed in 2023-2024 for 2024-2025 LCAP	Maintain UC a-g enrollment at 100% in the aggregate and for each student group Increase the UC a-g completion rate to 5% for students enrolled in Alternative Education for four years (this is impacted by students on the California minimum high school graduation requirements (AB 216, AB 1806, AB 2121, AB 2306, AB 365))

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
The percentage of pupils who have successfully completed career technical education sequences or programs of study that align with state board approved career technical education standards and frameworks based on Aeries CTE pathway completion rates (Priority 4)	The percent completing a CTE pathway was 2% in 2020-2021 The CTE course completion was 17.3% in 2020-2021	To be completed in 2021-2022 for 2022-2023 LCAP	To be completed in 2022-2023 for 2023-2024 LCAP	To be completed in 2023-2024 for 2024-2025 LCAP	The percent completing a CTE pathway will be 10% in the aggregate and for each student group The percent completing a CTE course will be 26.3% in the aggregate and for each student group
The Percentage of pupils who have completed both A-G and CTE based on Aeries A-G and CTE pathway completion rates (Priority 4)	The percent completing both a-g courses and a CTE pathway was 2% in 2020-2021	To be completed in 2021-2022 for 2022-2023 LCAP	To be completed in 2022-2023 for 2023-2024 LCAP	To be completed in 2023-2024 for 2024-2025 LCAP	The percent completing both a-g courses and a CTE pathway will be 10% in the aggregate and for each student group
Community School DASS One-Year High School Graduation Rate based on the California Dashboard (Priority 5)	The Community School DASS One Year Graduation Rate was 100% in 2019-2020	To be completed in 2021-2022 for 2022-2023 LCAP	To be completed in 2022-2023 for 2023-2024 LCAP	To be completed in 2023-2024 for 2024-2025 LCAP	Maintain Community School DASS One-Year High School Graduation Rate at 100% in the aggregate and for each student group

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Court School DASS One-Year High School Graduation Rate based on the California Dashboard (Priority 5)	The Community School DASS One Year Graduation Rate was 95.6% in 2019-2020	To be completed in 2021-2022 for 2022-2023 LCAP	To be completed in 2022-2023 for 2023-2024 LCAP	To be completed in 2023-2024 for 2024-2025 LCAP	Achieve 97.1% Court School DASS One-Year High School Graduation Rate in the aggregate and for each student group
Community School College/Career Indicator based on the California Dashboard (Priority 4)	Community School CCI was 0 in 2019-2020	To be completed in 2021-2022 for 2022-2023 LCAP	To be completed in 2022-2023 for 2023-2024 LCAP	To be completed in 2023-2024 for 2024-2025 LCAP	Increase the Community School CCI Rate by 9% in the aggregate and for each student group
Court School College/Career Indicator based on the California Dashboard (Priority 4)	Court School CCI was 2.9% in 2019-2020	To be completed in 2021-2022 for 2022-2023 LCAP	To be completed in 2022-2023 for 2023-2024 LCAP	To be completed in 2023-2024 for 2024-2025 LCAP	Increase the Court School CCI Rate by 11.9% in the aggregate and for each student group
Community School Academic Achievement in ELA on the Smarter Balanced Assessment as a part of the CAASPP (Priority 4)	The distance from standard was 155.9 on the Smarter Balanced Assessments in ELA for Community School students in 2018-2019	To be completed in 2021-2022 for 2022-2023 LCAP	To be completed in 2022-2023 for 2023-2024 LCAP	To be completed in 2023-2024 for 2024-2025 LCAP	The distance from standard will be 110.9 on the Smarter Balanced Assessments in ELA for all Community School students in the aggregate and for each student group

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Community School Academic Achievement in Math on the Smarter Balanced Assessment as a part of the CAASPP (Priority 4)	The distance from standard was 242.4 on the Smarter Balanced Assessments in Math for Community School students in 2018-2019	To be completed in 2021-2022 for 2022-2023 LCAP	To be completed in 2022-2023 for 2023-2024 LCAP	To be completed in 2023-2024 for 2024-2025 LCAP	The distance from standard will be 197.4 on the Smarter Balanced Assessments in Math for all Community School students in the aggregate and for each student group
Court School Academic Achievement in ELA on the Smarter Balanced Assessment as a part of the CAASPP (Priority 4)	Court School did not have a numerically significant number of students to be counted on the dashboard in Academic Achievement in ELA 2018-2019	To be completed in 2021-2022 for 2022-2023 LCAP	To be completed in 2022-2023 for 2023-2024 LCAP	To be completed in 2023-2024 for 2024-2025 LCAP	The distance from standard will be set when a significant number of students test on the Smarter Balanced Assessments in ELA for all Court School students in the aggregate and for each student group
Court School Academic Achievement in Math on the Smarter Balanced Assessment as a part of the CAASPP (Priority 4)	Court School did not have a numerically significant number of students to be counted on the dashboard in Academic Achievement in math 2018-2019	To be completed in 2021-2022 for 2022-2023 LCAP	To be completed in 2022-2023 for 2023-2024 LCAP	To be completed in 2023-2024 for 2024-2025 LCAP	The distance from standard will be set when a significant number of students test on the Smarter Balanced Assessments in Math for all Court School students in the aggregate and for each student group

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher (Priority 4)	AP Exams were available to all students in 2020-2021. No student opted to take the AP Exams in 2020-2021	To be completed in 2021-2022 for 2022-2023 LCAP	To be completed in 2022-2023 for 2023-2024 LCAP	To be completed in 2023-2024 for 2024-2025 LCAP	All students will have full access AP Exams each year
The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program in ELA (Priority 4)	The percent of students at Nearly Prepared was 6% and the percent at Well Prepared was 1% in ELA in 2018-2019 (the CAASPP was not administered in 2019-2020 or 2020-2021)	To be completed in 2021-2022 for 2022-2023 LCAP	To be completed in 2022-2023 for 2023-2024 LCAP	To be completed in 2023-2024 for 2024-2025 LCAP	The percent of students at Nearly Prepared will be 15% and the percent at Well Prepared will be 10% in ELA
The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program in math (Priority 4)	The percent of students at Nearly Prepared was 1% and the percent at Well Prepared was zero in math (the CAASPP was not administered in 2019-2020 or 2020-2021)	To be completed in 2021-2022 for 2022-2023 LCAP	To be completed in 2022-2023 for 2023-2024 LCAP	To be completed in 2023-2024 for 2024-2025 LCAP	The percent of students at Nearly Prepared will be 10% and the percent at Well Prepared will be 9% in math

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Exact Path platform for administering an ELA pre-test at enrollment and a growth measure at 90 days of enrollment (Priority 8)	The percent meeting/exceeding on the Exact Path ELA post-test was 20.7% for Community School students in 2020-2021	To be completed in 2021-2022 for 2022-2023 LCAP	To be completed in 2022-2023 for 2023-2024 LCAP	To be completed in 2023-2024 for 2024-2025 LCAP	The percent will meeting/exceeding on the Exact Path in ELA for all students will be 29.9%
Exact Path platform for administering a Reading pre-test at enrollment and a growth measure at 90 days of enrollment (Priority 8)	The percent meeting/exceeding on the Exact Path Reading post-test was 30.9% for Community School students in 2020-2021	To be completed in 2021-2022 for 2022-2023 LCAP	To be completed in 2022-2023 for 2023-2024 LCAP	To be completed in 2023-2024 for 2024-2025 LCAP	The percent will meeting/exceeding on the Exact Path in Reading for all students will be 39.9%
Exact Path platform for administering a Math pre-test at enrollment and a growth measure at 90 days of enrollment (Priority 8)	The percent meeting/exceeding on the Exact Path Math post-test was 20.3% for Community School students in 2020-2021	To be completed in 2021-2022 for 2022-2023 LCAP	To be completed in 2022-2023 for 2023-2024 LCAP	To be completed in 2023-2024 for 2024-2025 LCAP	The percent will meeting/exceeding on the Exact Path in Math for all students will be 29.3%
Exact Path platform for administering an ELA pre-test at enrollment and a growth measure at 90 days of enrollment (Priority 8)	The percent meeting/exceeding on the Exact Path ELA post-test was 17.8% for Court School students in 2020-2021	To be completed in 2021-2022 for 2022-2023 LCAP	To be completed in 2022-2023 for 2023-2024 LCAP	To be completed in 2023-2024 for 2024-2025 LCAP	The percent will meeting/exceeding on the Exact Path in ELA for all students will be 26.8%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Exact Path platform for administering a Reading pre-test at enrollment and a growth measure at 90 days of enrollment (Priority 8)	The percent meeting/exceeding on the Exact Path Reading post-test was 26.1% for Court School students in 2020-2021	To be completed in 2021-2022 for 2022-2023 LCAP	To be completed in 2022-2023 for 2023-2024 LCAP	To be completed in 2023-2024 for 2024-2025 LCAP	The percent will meeting/exceeding on the Exact Path in Reading for all students will be 35.1%
Exact Path platform for administering a Math pre-test at enrollment and a growth measure at 90 days of enrollment (Priority 8)	The percent meeting/exceeding on the Exact Path Math post-test was 17.8% for Court School students in 2020-2021	To be completed in 2021-2022 for 2022-2023 LCAP	To be completed in 2022-2023 for 2023-2024 LCAP	To be completed in 2023-2024 for 2024-2025 LCAP	The percent will meeting/exceeding on the Exact Path in Math for all students will be 26.8%
Exact Path platform for administering an ELA pre-test at enrollment and a growth measure at 90 days of enrollment (Priority 8)	The percent meeting/exceeding on the Exact Path ELA post-test was 21.7% for Community School low income students in 2020-2021	To be completed in 2021-2022 for 2022-2023 LCAP	To be completed in 2022-2023 for 2023-2024 LCAP	To be completed in 2023-2024 for 2024-2025 LCAP	The percent will meeting/exceeding on the Exact Path in ELA for Community School low income students will be 30.7%
Exact Path platform for administering a Reading pre-test at enrollment and a growth measure at 90 days of enrollment (Priority 8)	The percent meeting/exceeding on the Exact Path Reading post-test was 26.6% for Community School low income students in 2020-2021	To be completed in 2021-2022 for 2022-2023 LCAP	To be completed in 2022-2023 for 2023-2024 LCAP	To be completed in 2023-2024 for 2024-2025 LCAP	The percent will meeting/exceeding on the Exact Path in Reading for Community School low income students will be 35.6%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Exact Path platform for administering a Math pre-test at enrollment and a growth measure at 90 days of enrollment (Priority 8)	The percent meeting/exceeding on the Exact Path Math post-test was 16.7% for Community School low income students in 2020-2021	To be completed in 2021-2022 for 2022-2023 LCAP	To be completed in 2022-2023 for 2023-2024 LCAP	To be completed in 2023-2024 for 2024-2025 LCAP	The percent will meeting/exceeding on the Exact Path in Math for Community School low income students will be 25.7%
Exact Path platform for administering an ELA pre-test at enrollment and a growth measure at 90 days of enrollment (Priority 8)	The percent meeting/exceeding on the Exact Path ELA post-test was 21.8% for Court School low income students in 2020-2021	To be completed in 2021-2022 for 2022-2023 LCAP	To be completed in 2022-2023 for 2023-2024 LCAP	To be completed in 2023-2024 for 2024-2025 LCAP	The percent will meeting/exceeding on the Exact Path in ELA for Court School low income students will be 30.8%
Exact Path platform for administering a Reading pre-test at enrollment and a growth measure at 90 days of enrollment (Priority 8)	The percent meeting/exceeding on the Exact Path Reading post-test was 23% for Court School low income students in 2020-2021	To be completed in 2021-2022 for 2022-2023 LCAP	To be completed in 2022-2023 for 2023-2024 LCAP	To be completed in 2023-2024 for 2024-2025 LCAP	The percent will meeting/exceeding on the Exact Path in Reading for Court School low income students will be 32%
Exact Path platform for administering a Math pre-test at enrollment and a growth measure at 90 days of enrollment (Priority 8)	The percent meeting/exceeding on the Exact Path Math post-test was 12.4% for Court School low income students in 2020-2021	To be completed in 2021-2022 for 2022-2023 LCAP	To be completed in 2022-2023 for 2023-2024 LCAP	To be completed in 2023-2024 for 2024-2025 LCAP	The percent will meeting/exceeding on the Exact Path in Math for Court School low income students will be 21.4%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Broad Course of Study	Enroll students in a broad course of study including UC a-g courses, core content, physical education, CTE, Dual Enrollment college classes, world languages, and visual performing arts programs. Add ethnic studies as a graduation requirement. Continue online registration.	\$133,262	N
2	Instructional Materials, Resources, and Textbooks	Provide students with rigorous and relevant instructional materials and textbooks that enhance academic achievement. Provide instructional materials that include the study of the role and contributions of women, people with disabilities, those who are lesbian, gay, bisexual or transgender, and multiple perspectives of individuals from all social, cultural, and racial backgrounds. Provide print and digital resources that portray diverse individuals and groups in a variety of settings and backgrounds.	\$135,334	N
3	Technology and Digital Literacy	Integrate digital literacy skills in the core content areas through the use of up-to-date technology by teachers and students. In order to provide equity and access, all students will have laptops/Chromebooks and Kajeets/hotspots to use at home to ensure a 1:1 ratio of students to devices. Each student will receive a Google email account for communicating information. A tech support icon was added to the Alternative Education webpage for students and parents to access when they experience technical issues at home. Gaggle was added to ensure the safety of students by combining machine learning technology with real people who review questionable and suspicious content in online file storage, inbound and outbound email, attachments, links to websites, and in other tools.	\$488,220	N

<p>4</p>	<p>Professional Development and Appropriately Assigned Teachers</p>	<p>Implement ongoing professional learning on UDL (multiple means of engagement, representation, and action/expression), culturally responsive instruction, and teacher choice through multiple formats (Summer Institute of Learning and Knowledge, weekly PLCs on Wednesdays from 1:15-3:00 PM, in-class coaching, after school workshops and coaching, and conference attendance). Continue using Zoom to reduce travel time and costs. Teachers are required to possess a Specialized Academic Instruction credential (multiple/single subject credential and mild/moderate credential).</p> <p>UDL provides multiple ways for students to engage in learning by promoting individual interest and choice in resources and topics, options for collaboration and feedback, and supporting self-regulation and access to content/information (e.g., auditory or visual supports that clarify information). Teachers provide students with multiple means of representation by allowing students to choose options for perception, language and symbols, and comprehension. Teachers create options for action and expression by providing multiple ways for students to express what they learn (e.g., verbally, in writing, in drawing, through physical demonstration).</p> <p>The UDL approach invokes a culturally responsive teaching approach inclusive of cultural integration, community-building, promotion of identity, equity integration and participatory methods. The approach of cultural integration involves culturally responsive teaching and culturally relevant pedagogy. These two practices reflect sociocultural and constituent-involving strategies, and include the following features: connecting student’s cultural assets and references to academic concepts and skills, employing curricula that encourages student reflection on their own lives and society, supporting student cultural competence by facilitating learning about their own and other cultures, and pursuing social justice through critiques of discourses of power. Community-building approaches include morning meetings/advisory; individual and classroom goal setting and social contracts; modeling and practicing of classroom routines; empowering teacher language; planning and reflection on student products; collaborative problem-solving among students; and balanced discipline strategies that highlight student self-control. Promoting ethnic-racial identity development involves evidential and constituent-involving</p>	<p>\$195,871</p>	<p>N</p>
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Action #	Title	Description	Total Funds	Contributing
		program materials and interpersonal interactions aimed at improving the ethnic/racial identity of African America adolescents. Integrating equity content is primarily accomplished through exploring issues of race/ethnicity in history/social science and language arts classes. Students learn historical examples of conflict, injustice, and discrimination to teach tolerance, social skills, and civic responsibility.		
5	UDL and Culturally Responsive Instruction	Implement Universal Design for Learning and Culturally Responsive Instruction that reflect sociocultural and constituent-involving strategies, and include the following features: connecting student's cultural assets and references to academic concepts and skills, employing curricula that encourages student reflection on their own lives and society, supporting student cultural competence by facilitating learning about their own and other cultures, pursuing social justice through critiques of discourses of power, and addressing anti-racism.	\$22,000	N
6	College and Career Readiness Counseling and Transitions	Implement college readiness transition activities, including career inventories, college assessments (PSAT, AP exams, ACT, SAT), college visits, college summer camps, and support from the counselor in completing college applications, financial aid, and the Free Application for Federal Student Aid (FAFSA). Support with college financial aid supports low income students, foster youth, homeless youth, and under-represented students with equity and access to post-secondary educational options.	\$193,271	Y
7	AVID	Implement Advancement Via Individual Determination (AVID) to support under-represented students in preparing for college by supporting student transitions between middle school and high school and high school and post-secondary education. Provide AVID tutors for students for targeted assistance in the core subject areas and train teachers on AVID strategies in WICOR (writing, inquiry, collaboration, organization, and reading).	\$44,663	Y

Action #	Title	Description	Total Funds	Contributing
8	Career Technical Education Pathways	Implement CTE pathways in Computer Networking at ARLC, Food Service/Hospitality at DFKRLC and Palm Springs Community School, Multimedia Production at VVRLC, Residential Commercial Construction at BGGRLC, and Welding at DLLRLC.	\$751,820	N
9	College Course Credit	Implement Dual Enrollment courses in partnership with UCR-Extension Center in IT Support Specialist Professional Certificate (CTE Networking Pathway), American History, and Physics. Articulate CTE courses with RCC and MSJC. The Dual Enrollment courses provide students with college course credit at no cost (course, textbooks, and fees are paid by Alternative Education), which enhances equity and access for low-income students, foster youth, and homeless youth.	\$221,000	N
10	California Cadet Corps	Implement the California Cadet Corps at one Community School site to develop leadership skills, promote academic excellence, encourage personal health and wellness, and teach basic military subjects.	\$55,000	N
11	Student Led Enterprise	Implement student led enterprise to enhance financial literacy and an entrepreneurial spirit (mindset that embraces critical questioning, innovation, service, and continuous improvement).	\$62,350	N
12	Work-Based Learning and Industry Certifications	Implement Workability, Work Experience permits, and other employment certificate programs (i.e., food handler permits, OSHA certification), which promotes equity and access for employability.	\$111,215	N
13	Internships and Apprenticeships for Students	Implement partnerships with industries, labor unions, and businesses for paid internships and Apprenticeships with support from Alternative Education Coordinator of CTE, which promotes equity and access to high demand jobs.	\$56,000	N

Action #	Title	Description	Total Funds	Contributing
14	Formative Assessments and MTSS Data Teams	Implement formative assessments, MTSS Data Teams, and instruction to improve student learning in ELA and math. We examine the achievement data to determine if we were effective in providing equitable services for students. We do this by measuring progress towards closing gaps in achievement and addressing specific groups in our LCAP where progress goals are not met. During the year, the ongoing driver is the MTSS process. It provides clarity on roles and goals to ensure that interventions are timely and that staff at all levels of the organization are analyzing data as a matter of standard practice. Equity lives in the processes of monitoring data to determine the individualized needs of the students we serve. Empowerment exists on the confidence we instill in our population through engaging lesson planning. With data as a driver for inquiry about the strengths and needs of each individual, we build a culture where students of every background and need can succeed.	\$206,356	Y
15	Multi-Tiered Systems of Supports (MTSS) – Classroom-Based Supports	Implement UDL, differentiated instruction (individual and small group instruction from teachers and instructional assistants), and ELA and math support/intervention classes for students. Teachers and staff develop a deep understanding of their student needs and use extended time, program access, environmental conditions, and resources as interventions for learning recovery. The cycle of continuous improvement is a major theme and we regularly analyze our methods to see if they are yielding the desired results. We develop a culture where each student is supported in a way that suits their individual needs.	\$2,032,489	Y

Action #	Title	Description	Total Funds	Contributing
16	Multi-Tiered Systems of Supports (MTSS) – After School Supports, Summer School	Implement MTSS for students to improve student learning in ELA and math that include teacher after school tutoring, contracted tutoring providers, and summer school. STEMulate Learning uses a holistic approach to learning and training, incorporating a triangular approach to rigorous mathematics instruction, consisting of social emotional learning, cultural competence, and a growth mindset framework. STEMulate Learning creates a positive learning environment that fosters a discovery approach to problem solving and builds in students and instructors the mental edge necessary for success in all K-12 levels of math. STEMulate Learning fosters a strong love of math by training teachers, empowering parents and engaging students in non-conventional, fun and culturally relevant ways. STEMulate promotes and advocates for lucrative careers in STEM-related fields for people of color living in impoverished communities where resources, educational opportunities, support, and income are limited. Their experience in providing inquiry-based, culturally relevant and life-affirming instruction has helps students and instructors transform a fear of math into a love of the subject. STEMulate addresses common core state standards (with an emphasis on STEM) and issues of equity, cultural competence, student engagement, institutionalized racism and privilege. STEMulate implements learning systems to make mathematics relevant to the lives and cultures of students of color by infusing music, humor and storytelling to communicate abstract concepts and problem-solving skills.	\$737,136	Y
17	Monitoring instruction and learning for students with disabilities.	Monitor and evaluate the progress of students with disabilities on academic achievement, attendance, and behavior. Provide teachers with in-class support from counselor, administrator, and school psychologist. Support for SWDs enhances equity and access to rigorous instructional programs such as Dual Enrollment courses.	\$424,063	N
18	Online Courses	Provide online classes to service students across all sites. Online courses in Dual Enrollment and Spanish (world language) provided access to all students at all sites in the Community School and Court School. Students enrolled in the UCR-Extension Center Dual Enrollment history/science and CTE Networking Pathway use the ELEARN online platform and students enrolled in Spanish/AP Spanish use Zoom.	\$45,300	N

Action #	Title	Description	Total Funds	Contributing
19	Credit Recovery	Provide credit recovery courses/options for students through online platforms.	\$50,718	Y
20	High School Equivalency Test (GED and HiSET)	Implement the High School Equivalency Test prep and assessment (GED and HiSET) as an alternate to the high school diploma.	\$53,918	N

Goal Analysis [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

N/A

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

N/A

An explanation of how effective the specific actions were in making progress toward the goal.

N/A

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

N/A

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goal

Goal #	Description
2	Students will develop skills in self-management, self-awareness, social awareness, responsible decision making, and relationship building in positive, safe, and healthy learning environments.

An explanation of why the LEA has developed this goal.

This broad goal is based on social-emotional learning needs of students. This goal was developed based on the local indicators on the California Dashboard, student data from the state indicators on the California Dashboard/DASS, and input from our stakeholder groups. The metrics and actions/services target the performance outcomes for safe and healthy learning environments (Priority 1), parent involvement data (Priority 3), student attendance (Priority 5), student suspension rates (Priority 6), and the California Healthy Kids Survey (Priority 6). Stakeholders prioritized behavioral/mental health actions for students due, in part, to the conditions during the COVID-19 and post COVID-19 pandemic. In addition, services for student behavioral/mental health are ongoing priorities to support the development of skills in self-management, self-awareness, social awareness, responsible decision making, and relationship building, which are crucial for student attendance, conduct, and academic achievement.

The actions were created/grouped in order to meet the metrics for local and State indicators on the California Dashboard for the LCFF priorities. The following actions were created/grouped to meet the metrics for pupil engagement under LCFF Priority 5, school climate under LCFF Priority 6, and in response to stakeholder feedback from LCAP site stakeholder meetings, SSC, ELAC, DELAC, PAC, PSQR, ELO Grant Committee, Probation quarterly meetings, and WASC: Action 1 (improve attendance through supports and incentives), Action 2 (maintain no suspensions through PBIS), Action 3 (improve student attendance and connectedness in school through sports programs, activities, and after school programs), Action 4 (maintain student behavior in class through social-emotional support), Action 5 (support school connectedness for foster youth), Action 6 (support school connectedness/social emotional learning through behavioral/mental health services), Action 7 (support social emotional learning through behavioral/mental health services in the Wellness Centers), Action 8 (develop skills in self-management, self-awareness, social awareness, responsible decision making, and relationship building through mentoring), Action 9 (reduce the dropout rate through student transition support), Action 10 (improve school climate through school safety personnel), Action 11 (improve school climate through school safety equipment), Action 12 (improve school climate through school safety services), Action 13 (improve school climate through clean schools), Action 14 (improve parent engagement through parent communication), Action 15 (improve parent engagement through parent workshops) and Action 16 (improve parent engagement through parent decision making).

The following actions were created/grouped to meet the local indicators on the California Dashboard for clean and safe schools under basic services Action 10 (School Safety Personnel), Action 11 (School Safety Equipment), Action 12 (School Safety Services), and Action 13 (Clean Schools).

Goal 2 will be measured by the Facilities Inspection Tool for clean schools (Priority 1), the CDE Parent Engagement Self-Reflection Tool for increased parent engagement and sense of safety and connectedness (Priority 3), improved attendance rates/reduction in chronic absenteeism (Priority 5), reduced dropout rates (Priority 5), zero suspension and expulsion rates for school climate (Priority 6), and the California Healthy

Kids Survey for sense of safety and connectedness under school climate (Priority 6). This goal will improve the metrics as outlined in the measuring and reporting results section of the LCAP for Goal 2.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Safe and Clean Facilities based on the Facilities Inspection Tool (Priority 1)	All facilities were rated as in good condition in 2020-2021 on the RCOE Facilities Inspection Tool	To be completed in 2021-2022 for 2022-2023 LCAP	To be completed in 2022-2023 for 2023-2024 LCAP	To be completed in 2023-2024 for 2024-2025 LCAP	Maintain all facilities rated as in good condition using the Facilities Inspection Tool
Parental Involvement: based on the CDE Parent Engagement Self-Reflection Tool (Priority 3)	The average rating on the CDE Parent Engagement Self-Reflection Tool for Seeking Input for Building Relationships, Building Partnerships for Student Outcomes, and Decision Making was at full implementation in 2020-2021	To be completed in 2021-2022 for 2022-2023 LCAP	To be completed in 2022-2023 for 2023-2024 LCAP	To be completed in 2023-2024 for 2024-2025 LCAP	Maintain average rating on the CDE Parent Engagement Self-Reflection Tool at full implementation
Student Attendance Rates based on Aeries attendance data (Priority 5)	Student attendance rates were 97.2% at the Court School and 82.5% at the Community School with a combined rate of 88.0% in 2019-2020	To be completed in 2021-2022 for 2022-2023 LCAP	To be completed in 2022-2023 for 2023-2024 LCAP	To be completed in 2023-2024 for 2024-2025 LCAP	Achieve a 90% overall student attendance rate

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student Chronic Absenteeism Rates based on Aeries attendance data (Priority 5)	Chronic absenteeism was 26.5% in 2019-2020 and 15% in 2020-2021	To be completed in 2021-2022 for 2022-2023 LCAP	To be completed in 2022-2023 for 2023-2024 LCAP	To be completed in 2023-2024 for 2024-2025 LCAP	Reduce chronic absenteeism to 14%
Student Suspension Rates based on Aeries student suspension data (Priority 6)	Community School suspension rates were 0.5% in 2019-2020 and zero in 2020-2021 Court School suspension rates were zero in 2019-2020 and zero in 2020-2021	To be completed in 2021-2022 for 2022-2023 LCAP	To be completed in 2022-2023 for 2023-2024 LCAP	To be completed in 2023-2024 for 2024-2025 LCAP	Student suspension rates will be at zero
Student Expulsion Rates based on Aeries student expulsion data (Priority 6)	Community School and Court School student expulsion rates were zero every year	To be completed in 2021-2022 for 2022-2023 LCAP	To be completed in 2022-2023 for 2023-2024 LCAP	To be completed in 2023-2024 for 2024-2025 LCAP	Student expulsion rates will be at zero
School Safety based on the California Healthy Kids School Safety Survey (Priority 6)	The percent of students responding that they feel very safe or safe on the California Healthy Kids Survey (CHKS) was 82% in 2020-2021	To be completed in 2021-2022 for 2022-2023 LCAP	To be completed in 2022-2023 for 2023-2024 LCAP	To be completed in 2023-2024 for 2024-2025 LCAP	The percent of students responding that they feel very safe or safe on the California Healthy Kids Survey (CHKS) will be at 91%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Connectedness based on the California Healthy Kids School Connectedness Survey (Priority 6)	The percent of students responding as agree/strongly agree on the California Healthy Kids Survey (CHKS) on School Connectedness was 73% in 2020-2021	To be completed in 2021-2022 for 2022-2023 LCAP	To be completed in 2022-2023 for 2023-2024 LCAP	To be completed in 2023-2024 for 2024-2025 LCAP	The percent of students responding as agree/strongly agree on the California Healthy Kids Survey (CHKS) on School Connectedness will be 82%
Dropout Rates based on student exit codes in Aeries and Data Quest (Priority 5)	The middle school dropout rate and high school dropout rate are not available on Data Quest	To be completed in 2021-2022 for 2022-2023 LCAP	To be completed in 2022-2023 for 2023-2024 LCAP	To be completed in 2023-2024 for 2024-2025 LCAP	Reduce middle school dropout rate by 0.25% Reduce high school dropout rate by 0.10%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Attendance Supports	Implement integrated systems of support to connect students to school and improve student attendance such as a comprehensive point-system with incentives, bus passes for transportation to school, attendance plans and home visits by the school social worker, consistent attendance letters, MTSS data monitoring, SART meetings and quarterly SARB meetings and community connections.	\$36,000	N
2	Positive Behavior Intervention and Supports	Implement integrated systems of support and other means of correction to improve student behavior in school such as Positive Behavior Interventions and Supports (PBIS), Restorative Practices, Boys Town, MTSS data monitoring and intervention planning, incentives, and other means of correction (counseling, mentoring, mental health services, behavior plans) to improve student behavior and to reduce suspensions.	\$5,500	N

Action #	Title	Description	Total Funds	Contributing
3	Student Sports, Activities, and After School Programs	Implement intramural sports teams, school activities (e.g., eSports), and after school programs to enhance student connectedness to school. From the Heart Performing Arts engages students in music, theater and visual arts classes based on the performing arts standards. From The Heart Performing Arts operates a high quality enrichment program that serves communities and schools for at-risk students. The program creates opportunities for children to express themselves through dance, theater, music, and visual arts. FTHPAC provides mentoring, tutoring, and internship.	\$134,080	N
4	Social-Emotional Support	Incorporate the STARS approach in daily lessons within the framework of Universal Design for Learning (UDL) SEL connections, such as the three SEL signature practices of the Collaborative for Academic, Social, and Emotional Learning (CASEL). CASEL's three signature practices include welcoming/inclusion activities; engaging strategies, brain breaks, and transitions; and optimistic closures. Teachers establish and implement daily routines for both in-person and remote instruction. UDL emphasizes the use of mindfulness practices in daily classroom routine. Use of restorative circles (in-person and virtually) is an options for teachers who have received training. Establishing a routine and maintaining clear communication are crucial. Teachers actively focus on maintaining attitudes of inclusivity so students feel valued and welcome. Teachers create online classes that focus on a sense of safety, feelings of connectedness, and feelings of hope. Provide social-emotional and attendance support and interventions for middle school students and their families from the school social worker.	\$81,342	Y
5	Foster Youth Support	Ensure foster youth receive support with immediate enrollment in school, transcript evaluation for AB 216 eligibility to graduate under the California state minimum requirements, home visits for attendance and SEL care, assistance with college transition activities, and classroom approaches to create places of stability included creating welcoming classroom environments, PBIS, and SEL supports.	\$81,342	Y

Action #	Title	Description	Total Funds	Contributing
6	Behavioral/Mental Health Services	Enhance student social-emotional health/well being through a multi-tiered system of support (MTSS) and approach to interventions to provide mental health services to students and their families that focus on promoting positive mental health/social and emotional development; addressing mental health problems as they present barriers to learning; providing linkages to community agencies and resources; and mental health resources delivered within or linked to school settings. Sustain systems of support for youth mental health such as ACE and SB 439 Protocol. Implement a mental health survey (Panorama) to measure and support social-emotional learning.	\$485,410	Y
7	Wellness Centers	Create wellness centers on the Community School sites that have space to support student and family social-emotional well-being coordinated by the Administrator of Student Behavioral Health and Support. The wellness centers provide behavioral health services to all students, with a priority for our low income students and their families, which promotes equity and access to services to support student success in school.	\$1,203,355	Y
8	Mentoring for Students	Build student skills in self-management, self-awareness, social awareness, responsible decision making, and relationship building through mentoring. Alternative Education provides student mentoring through contracted services with Tyrone Montgomery. Mr. Montgomery provides mentoring for all students with a priority on African American and Hispanic males who need support with attendance, academics, or behavior.	\$70,000	Y
9	Student Transitions	Coordinate student transitions between schools through the RCOE Alternative Education and Probation Transition Plan. Coordinate SB 439 Protocol for youth who meet the criteria according to the law. Assist with after-care for students while in facility on development of education component of pre- release plan and coordinated education support for graduate students. Communicate regularly with school districts on AB490 letters for students returning back into their district of residence after successful completion of group home placements.	\$301,572	Y
10	School Safety Personnel	Provide campus security supervisors at each Community School site.	\$651,018	N

Action #	Title	Description	Total Funds	Contributing
11	School Safety Equipment	Maintain PPE supplies and school safety equipment/infrastructure (e.g., alarms, security cameras, two-way radios).	\$15,000	N
12	School Safety Services	Implement school safety approaches that include the Raptor ID scan, student ID cards, canine detection, and Crisis Go.	\$15,000	N
13	Clean Schools	Implement custodial services, work orders, and contracted services for cleaning at partner sites.	\$749,021	N
14	Parent Communication	Implement parent communication through automated systems, the student information system (Parent Portal through Aeries), Parent Square, and other means.	\$16,500	N
15	Parent Workshops	Provide workshops for parent/families for educational enrichment and support. Contract with the Parent Institute for Quality Education (PIQE) to engage, empower and transform parents to actively engage in their children's education and strengthen parent-school collaboration. PIQE provides empowering information, skills development and support systems for low-income families, communities of color, English Learner and immigrant families. PIQE provides a K-12 Parent Engagement in Education program with multiple workshops. A longitudinal study shows that these children graduate high school and attend college at higher rates than their peers due to PIQE's success in empowering parents to be successful advocates for their children's education.	\$17,050	N
16	Parent Decision Making	Involve parents in decision-making and advisory functions for the purpose of program review and improvement in support of academic accountability.	\$10,500	N

Goal Analysis [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

N/A

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

N/A

An explanation of how effective the specific actions were in making progress toward the goal.

N/A

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

N/A

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goal

Goal #	Description
3	English learners will acquire proficiency in English.

An explanation of why the LEA has developed this goal.

This focused goal is based on the language acquisition needs of English learners. This goal is also based on student data from the State indicators on the California Dashboard/DASS for the share of English learners that become English proficient (Priority 4) and English learner reclassification rate (Priority 4).

The actions were created/grouped in order to meet the metrics for local and State indicators on the California Dashboard for the LCFF priorities. The following actions were created/grouped to meet the metrics for pupil achievement under LCFF Priority 4 and in response to stakeholder feedback (SSC, ELAC, DELAC, PAC, Leadership Team, Staff Development Planning Committee, LCAP site stakeholder meetings): Action 1 (improve EL scores on the ELPAC and TELL through instructional materials for English learners), Action 2 (improve EL scores on the ELPAC and TELL through the implementation of English Language Development), Action 3 (improve the academic achievement of ELs through formative assessments in EAL, reading, and math), Action 4 (improve academic achievement and EL scores on the ELPAC and TELL through Universal Design for Learning), Action 5 (improve instruction through staff development for teachers and instructional assistants and support for ELD and instruction from the Coordinator of Instructional Innovation and Support), and Action 6 (Improve EL language skills to enhance EL Reclassification).

Goal 3 will be measured by the review of teacher certification to teach English learners (Priority 1), the results on the ELPAC (Priority 4), English learner reclassification based on the Alternative Education reclassification criteria (Priority 4), and English learner growth on the Test of English Language Learners (Priority 8). These actions will improve English learner scores on the ELPAC (percent of English learners scoring Moderately Developed/Well Developed on the ELPAC will improve by 3% from 45.7% in 2018-2019 to 48.7% in 2021-2022), TELL in 2021-2022 (percent of EL students scoring advanced/high on the TELL will improve by 3% from 25.3% in 2020-2021 to 28.3% in 2021-2022), and the reclassification rate (reclassification rate will improve by 3% from 1% in 2020-2021 to 4% in 2021-2022). This goal will improve the metrics as outlined in the measuring and reporting results section of the LCAP for Goal 3.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Certification to teach English learners (CLAD, BCLAD, or SDAIE/SB1292) based on teacher credentialing report (Priority 1)	Certification to teach English learners (CLAD, BCLAD, or SDAIE/SB1292) was at 100% in 2020-2021	To be completed in 2021-2022 for 2022-2023 LCAP	To be completed in 2022-2023 for 2023-2024 LCAP	To be completed in 2023-2024 for 2024-2025 LCAP	Certification to teach English learners (CLAD, BCLAD, or SDAIE/SB1292) will be maintained at 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
The percentage of English learner pupils who make progress toward English proficiency as measured by the ELPAC (Priority 4)	<p>The percent of English learners scoring Moderately Developed/Well Developed on the ELPAC was 45.7% in 2018-2019</p> <p>The Community School English Learner Progress indicator on the California Dashboard was at 58.3% making progress towards English language proficiency in 2018-2019, which met the high (55% to less than 65%) status</p>	To be completed in 2021-2022 for 2022-2023 LCAP	To be completed in 2022-2023 for 2023-2024 LCAP	To be completed in 2023-2024 for 2024-2025 LCAP	The percent of English learners scoring Moderately Developed/Well Developed on the ELPAC will be 54.7%
The percentage of English learner pupils who make progress toward English proficiency as measured by the Test of English Language Learners (TELL) (Priority 8)	The percent of EL students scoring advanced/high on the TELL was 25.3% in 2020-2021	To be completed in 2021-2022 for 2022-2023 LCAP	To be completed in 2022-2023 for 2023-2024 LCAP	To be completed in 2023-2024 for 2024-2025 LCAP	The percent of EL students scoring advanced/high on the TELL will be 34.3

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>English learner reclassification rate as measured by the Alternative Education Reclassification criteria (Priority 4):</p> <p>Student performance of basic skills in English on the Smarter Balanced Assessment in ELA or on the Exact Path assessment in reading and writing) that shows whether the student is performing at or near grade level</p> <p>Assessment of English language proficiency using the English Language Proficiency Assessment for California (ELPAC)</p> <p>Teacher Evaluation of student’s curriculum mastery</p> <p>Parent/Guardian opinion and consultation</p>	<p>English learner reclassification rate was 1% in 2020-2021 based on the Alternative Education reclassification criteria</p>	<p>To be completed in 2021-2022 for 2022-2023 LCAP</p>	<p>To be completed in 2022-2023 for 2023-2024 LCAP</p>	<p>To be completed in 2023-2024 for 2024-2025 LCAP</p>	<p>English learner reclassification rate will be 10%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Exact Path platform for administering an ELA pre-test at enrollment and a growth measure at 90 days of enrollment (Priority 8)	The percent meeting/exceeding on the Exact Path ELA post-test was 8.1% for Community School English learners in 2020-2021	To be completed in 2021-2022 for 2022-2023 LCAP	To be completed in 2022-2023 for 2023-2024 LCAP	To be completed in 2023-2024 for 2024-2025 LCAP	The percent will meeting/exceeding on the Exact Path in ELA for Community School English learners will be 23.1
Exact Path platform for administering a Reading pre-test at enrollment and a growth measure at 90 days of enrollment (Priority 8)	The percent meeting/exceeding on the Exact Path Reading post-test was 12.5% for Community School English learners in 2020-2021	To be completed in 2021-2022 for 2022-2023 LCAP	To be completed in 2022-2023 for 2023-2024 LCAP	To be completed in 2023-2024 for 2024-2025 LCAP	The percent will meeting/exceeding on the Exact Path in Reading for Community School English learners will be 27.5%
Exact Path platform for administering a Math pre-test at enrollment and a growth measure at 90 days of enrollment (Priority 8)	The percent meeting/exceeding on the Exact Path Math post-test was 10.8% for Community School English learners in 2020-2021	To be completed in 2021-2022 for 2022-2023 LCAP	To be completed in 2022-2023 for 2023-2024 LCAP	To be completed in 2023-2024 for 2024-2025 LCAP	The percent will meeting/exceeding on the Exact Path in Math for Community School English learners will be 25.8%
Exact Path platform for administering an ELA pre-test at enrollment and a growth measure at 90 days of enrollment (Priority 8)	The percent meeting/exceeding on the Exact Path ELA post-test was 7.6% for Court School English learners in 2020-2021	To be completed in 2021-2022 for 2022-2023 LCAP	To be completed in 2022-2023 for 2023-2024 LCAP	To be completed in 2023-2024 for 2024-2025 LCAP	The percent will meeting/exceeding on the Exact Path in ELA for Court School English learners will be 22.6%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Exact Path platform for administering a Reading pre-test at enrollment and a growth measure at 90 days of enrollment (Priority 8)	The percent meeting/exceeding on the Exact Path Reading post-test was 26.9% for Court School English learners in 2020-2021	To be completed in 2021-2022 for 2022-2023 LCAP	To be completed in 2022-2023 for 2023-2024 LCAP	To be completed in 2023-2024 for 2024-2025 LCAP	The percent will meeting/exceeding on the Exact Path in Reading for Court School English learners will be 41.9%
Exact Path platform for administering a Math pre-test at enrollment and a growth measure at 90 days of enrollment (Priority 8)	The percent meeting/exceeding on the Exact Path Math post-test was 7.4% for Court School English learners in 2020-2021	To be completed in 2021-2022 for 2022-2023 LCAP	To be completed in 2022-2023 for 2023-2024 LCAP	To be completed in 2023-2024 for 2024-2025 LCAP	The percent will meeting/exceeding on the Exact Path in Math for Court School English learners will be 22.4%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Instructional Materials for English Learners	Purchase newcomer materials for beginning EL students.	\$5,000	N
2	English Language Development	Provide instruction in English language acquisition in designated ELD classes. Provide integrated ELD and literacy skills in reading comprehension, academic writing, and speaking in all core content classes.	\$15,000	N
3	Formative English Language Assessments	Implement formative assessments such as the TELL to monitor EL student growth and progress.	\$5,000	N
4	Instruction for ELs and Universal Design for Learning	Implement Universal Design for Learning (UDL), differentiated instruction, and scaffolds (Thinking Maps, sentence starters, and response frames)	\$30,000	N

Action #	Title	Description	Total Funds	Contributing
5	Staff Development and Support for ELD and Instruction	Implement staff development and in-class coaching from the Coordinator of Instructional Innovation and Support.	\$122,383	Y
6	EL Reclassification and Progress Monitoring	Continue implementation of a systematic assessment, reclassification, and two-year monitoring process for English learners. Analyze data on EL students to monitor progress and use the reclassification process to reclassify students.	\$6,000	N

Goal Analysis [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

N/A

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

N/A

An explanation of how effective the specific actions were in making progress toward the goal.

N/A

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

N/A

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goal

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

An explanation of why the LEA has developed this goal.

This maintenance of progress goal is based on the continuation of services under the Riverside County Expelled Student Plan Triennial Update and the Foster Youth Services Coordinating Program Grant. The actions to be addressed in this section are those for which the RCOE, in consultation with school district and partner agency stakeholders, has determined to be implemented to provide a comprehensive and aligned educational program to ensure successful student transitions between schools. The local performance indicators for Priorities 9 and 10 were used for the needs assessment. The three local performance indicators for the coordination of services for expelled students were reviewed and discussed at meetings and through electronic communication. The local performance indicators for Priority 9 measured the implementation of the Triennial Plan for Serving Expelled Students, a well-articulated referral process to county office of education or other program options, and a memorandum of understanding detailing the coordination of partial credit policies between district of residence and county office of education. The local performance indicator for priority 10 was implemented for the needs assessment. The eight items on the local performance indicator assess the degree of implementation of a coordinated service program for foster youth in the county and were discussed and rated at RCOE Foster Youth Service Advisory Board meetings.

The following action was created to meet the metrics under LCFF Priority 9 and in response to stakeholder feedback from LCAP site stakeholder meetings and meetings with school districts: Action 1 (maintain local indicators for Priority 9 at full implementation through the implementation of the Expelled Student Plan-Community School). The following action was created in response to stakeholder feedback from LCAP site stakeholder meetings and meetings with Riverside County Probation: Action 2 (provide educational program in the Court School).

The following actions were created to meet the metrics under LCFF Priority 10 and in response to stakeholder feedback from meetings with school districts and partner agencies: Action 3 (increase local indicators for Priority 10 at full implementation through the coordination of foster youth services in Riverside County), Action 4 (increase local indicators for Priority 10 at full implementation through support of foster youth with high school graduation and college and career readiness), Action 5 (provide educational case management for foster youth in partnership with DPSS), Action 6 (support foster youth transitions and school stability), Action 7 (increase school district staff skills in working with foster youth through professional development), Action 8 (provide Differentiated Assistance to school districts to support the improvement of their metrics on the California Dashboard), and Action 9 (continue the integrated data sharing system to enhance foster youth attendance, behavior, and academic achievement). This goal will improve the metrics as outlined in the measuring and reporting results section of the LCAP for Goal 4.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Performance Indicator for Coordination of Services for Expelled Students (Priority 9)	The average rating on the Local Performance Indicator for the Coordination of Services for Expelled Students was 4	To be completed in 2021-2022 for 2022-2023 LCAP	To be completed in 2022-2023 for 2023-2024 LCAP	To be completed in 2023-2024 for 2024-2025 LCAP	The average rating on the Local Performance Indicator for the Coordination of Services for Expelled Students will be maintained at 4
Local Performance Indicator Self-Reflection Tool for Coordination of Services for Foster Youth (Priority 10)	The average rating on the Local Performance Indicator for the Coordination of Services for Foster Youth was 4	To be completed in 2021-2022 for 2022-2023 LCAP	To be completed in 2022-2023 for 2023-2024 LCAP	To be completed in 2023-2024 for 2024-2025 LCAP	The average rating on the Local Performance Indicator for the Coordination of Services for Foster Youth will be maintained at 4

Actions

Action #	Title	Description	Total Funds	Contributing
1	Community School Instructional Program	Provide classroom-based instruction and independent study program through the Community School for expelled elementary school students, middle school, and high school students, including parenting teens and Safe House, from school districts in Riverside County. Successfully transition students from the Community School back to their district of residence.	\$4,911,348	N
2	Court School Instructional Program	Provide classroom-based instruction in the Court School for middle school and high school students in the Riverside County Probation juvenile halls in partnership with Riverside County Probation. Successfully transition students from the Court School back to their district of residence.	\$1,476,521	N

Action #	Title	Description	Total Funds	Contributing
3	Coordinate Foster Youth Services in Riverside County	Work with school districts, Probation, and DPSS in Riverside County to support foster youth with high school graduation, college and career readiness, school stability, and transitions/placements.	\$362,992	N
4	Foster Youth High School Graduation and College and Career Readiness	Work with school district staff to increase foster youth graduation rates and college and career readiness through the work of three counselors. Build district capacity on compliance with AB 490 and AB 216 evaluations. Train district staff on grade and credit protection/partial credit issuance. Train and support districts with college and career transition services such as the CHAFEE Grant, FAFSA, college applications, warm hand off to college, and educational case management. Work directly with counselors of high school seniors to build their capacity to ensure appropriate scheduling, access and enrollment in appropriate courses including UC a-g, Honors and AP courses, access to extracurricular activities, and accurate transcript evaluations.	\$447,241	N
5	Educational Case Management	Provide educational support services and case management for foster youth through social workers and support staff in Riverside County in partnership with the Riverside County Department of Public Social Services (DPSS). Implement trainings and support for caregivers and staff within DPSS, behavioral health, partner agencies and the 23 school districts.	\$476,398	N
6	Foster Youth Transitions and School Stability	Support school districts with student transitions and support foster youth with school stability and school of origin through the ESSA transportation MOU. Support school districts in tracking foster youth exits and enrollments. Support districts in the analysis of foster youth school enrollments in order to identify student needs related to attendance, behavior, and academics that result from excessive transitions.	\$113,000	N
7	Professional Development	Provide trainings to build district capacity to support the social-emotional and behavioral needs of foster youth in Trauma Informed Care and building a district Foster Youth Mentoring Team.	\$21,000	N

Action #	Title	Description	Total Funds	Contributing
8	Differentiated Assistance	Provide differentiated assistance to the school districts in Riverside County for foster youth based on the indicators on the California Dashboard.	\$21,000	N
9	Foster Youth Data	Implement a foster youth data tracking system with the school districts, Probation, and DPSS.	\$254,637	N

Goal Analysis [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

N/A

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

N/A

An explanation of how effective the specific actions were in making progress toward the goal.

N/A

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

N/A

A report of the Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students - 2021-2022

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
3.38%	\$1,630,702

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

The quantitative data (academic, attendance, and behavior) and qualitative information (student/parent/staff input, survey responses, observations) from low income, English learners, and foster youth are always examined first to determine student needs for resource allocations and services. Resources are coordinated to enhance academic achievement, attendance, and behavior of English learners, foster youth, and low-income students. The plan focuses the attention of the entire school community on the analysis of data and implementation of evidence-based practices. By providing an integrated program with input from all stakeholders, students receive a combination of services to meet their unique needs. LCFF supplemental and concentration grant funds enhance programs and services for students with the greatest needs to improve academic achievement, attendance, and social-emotional learning and behavioral/mental health. RCOE Alternative Education's estimated supplemental and concentration grant funding is \$1,630,702 for 2021-2022, which is based on 94.9% of unduplicated pupils (low-income, English learners, and foster youth). All students in the Court School meet the state-defined criteria for low income. RCOE Alternative Education considered the needs, conditions, and circumstances of our English learners, foster youth, and low income students to plan actions. The research cited in this section is from John Hattie (2009) in his study entitled *Visible Learning: A Synthesis of over 800 Meta-Analyses Relating to Achievement*.

The research (Hattie, 2009, *Visible Learning*) indicates that formative assessments have a high impact on student learning. The use of formative assessments provides the teachers with the baseline or diagnostic information to inform instruction. Alternative Education uses the Exact Path pre-/post assessments in ELA, reading, and math to determine the type, duration, and level of intervention for the students. Under Goal 1, Actions 14, 15, and 16 were all part of one action (Goal 1 - Action 9) in the 2017-2020 LCAP. Action 9 from the 2017-2020 LCAP was effective based on quantitative data on the DASS graduation rate and MTSS information in Aeries. Successful outcomes on the one-year graduation rate can be attributed to, in part, the implementation of MTSS. The Community School DASS one-year graduation rate increased from 88.2% in 2018-2019 to 100% in 2019-2020. The Court School DASS graduation rate increased from 89.5% in 2018-2019 to 95.6% in 2019-2020. In addition, an analysis of the interventions implemented during MTSS collaborative meetings in 2019-2020 showed that 42% were in the

academic domain, 43% in the social emotional/behavioral domain, and 15% in the attendance domain. An overall analysis across the three defined MTSS domains in 2019-2020 showed that 37.5% of interventions yielded successful outcomes, 23.6% yielded unsuccessful outcomes, and 38.9% were inconclusive as a result of length of enrollment or time needed to observe growth. In the academic domain, 30% of interventions were successful, 26.7% unsuccessful, and 43.3% inconclusive. In the social emotional/behavioral domain 41.9% of interventions were successful, 19.4% unsuccessful, and 38.7% inconclusive. In the attendance domain 45.5% of interventions were successful, 27.3% unsuccessful, and 38.7% inconclusive. An analysis of the ELA, reading, and math achievement on the Exact Path post-tests (May 2021) indicated that the percent of Community School low income students meeting/exceeding standards was 21.7% in ELA, 26.6% in reading, and 16.7% in math compared to all students meeting/exceeding standards (20.7% in ELA, 30.9% in reading, and 20.3% in math). The percent of Community School English learners meeting/exceeding standards (8.1% in ELA, 12.5% in reading, 10.8% in math) in ELA, reading and math was lower than the all students (20.7% in ELA, 30.9% in reading, and 20.3% in math). An analysis of the ELA, reading, and math achievement on the Exact Path post-tests (May 2021) indicated that the percent of Court School low income students meeting/exceeding standards was 21.8% in ELA, 23% in reading, and 12.4% in math compared to all students meeting/exceeding standards (17.8% in ELA, 26.1% in reading, and 17.8% in math). The percent of Court School English learners meeting/exceeding standards was 7.6% in ELA, 26.9% in reading, 7.4% in math compared to all students meeting/exceeding standards (17.8% in ELA, 26.1% in reading, and 17.8% in math). MTSS was continued (Action 9 in the 2017-2020 LCAP) was continued and divided into Actions 14, 15, and 16 in this LCAP due to the outcome data. Further, low income students, English learners, and foster youth who have been expelled from their school districts or who are on probation or in the Court School have experienced school transitions and gaps in learning. Low income students, English learners, and foster youth need formative assessments, extended learning, and specific and targeted instruction due to gaps in learning from school transitions/school closures. In order to address these needs/conditions under Goal 1, we will implement formative assessments (Action 14), classroom interventions from teachers and instructional assistant that include differentiated instruction such as individual and small group support (Action 15), extended learning time and interventions such as after school tutoring and summer school (Action 16), and credit recovery courses to address partial courses completions (Action 19). These actions are being provided on an LEA-wide basis to support all students with academic achievement in ELA and math. Nevertheless, due to needs of low-income students and English learners in ELA and math and since these actions meet the needs directly related to addressing learning gaps/loss experienced by socio-economically disadvantaged status, we expect that the academic achievement in ELA, reading, and math for our low-income students and English learners will increase significantly more than the achievement rates of all other students.

An analysis of the college and career readiness measures (CCI rate) indicate that low income, English learners, and foster youth need continued support to prepare for college and careers. In the 2017-2020 LCAP, AVID (Action 7) was successful in preparing students for college. AVID was fully implemented at BGGRLC, DFKRLC, and Palm Springs Community School. AVID was added at DLLRLC and Southwest Court School. BGGRLC met the requirements listed in AVID's Secondary Coaching and Certification Instrument (CCI) as a certified AVID site for the second consecutive year. Six AVID tutors worked directly with students to target intervention. BGGRLC was recognized as an AVID showcase school on November 5, 2019 for the third consecutive year based on student enrollment and program indicators. In the 2017-2020 LCAP, college transition activities (Action 8) were successful in engaging students in completing financial aid applications, college inventories, and college readiness assessments. The school counselor supported students with their Free Application for Federal Student Aid (FAFSA) or the California Dream Act Applications (CADAA) as well as their postsecondary goals and plans. The counselor held College Kickoff events at ARLC (October 1, 2019), VVRLC (October 2, 2019), DFKRLC (October 17, 2019), DLLRLC (October 21, 2019), BGGRLC (October 22, 2019), Palm Springs Community School (November 5, 2019) and AMC-YTEC (November 20). The College Kick Off events brought several colleges,

career organizations, military personnel, and resourceful community organizations to each school site where all students received postsecondary information. These events resulted in four successful college enrollments, one military enlistment, and two job offers. Students throughout Alternative Education enjoyed six college visits to local community colleges and four-year universities during the fall of 2019. They also participated in exploring different apprenticeship and trade facilities, such as the Heat and Frost Insulators Union. All students had access to Career Cruising in order to choose the path best suited to their individual interests, skills and abilities. A total of 134 students accessed Career Cruising. During the fall of 2019, 34 8th and 9th grade students completed the PSAT 8/9 with a mean average reading and math score of 628 for 8th grade students (compared to 606 in 2018-2019) and a mean average reading and math score of 644 for 9th grade students (compared to 570 in 2018-2019). A total of 10% of the 8th grade students met both the ELA and math benchmarks on the PSAT 8 (15% met the ELA and 10% met the math). A total of 7% met the ELA benchmark on the PSAT 9. Students in the Court School had access to RCC's Accuplacer exam in order to enroll in online classes after high school graduation or completion of the High School Equivalency Test. A total of 56 students completed the Armed Services Vocational Aptitude Battery (ASVAB) in 2019- 2020 in two administrations (30 in the fall and 26 in the winter) four critical areas of Arithmetic Reasoning, Word Knowledge, Paragraph Comprehension and Mathematics Knowledge, which count towards the Armed Forces Qualifying Test (AFQT) score. The UCR Summer camp was successful with 31 students in attendance in 2020. Based on the success of these actions and the needs of students, these actions will be continued in the 2021-2024 LCAP under Action 6 (College Transition Activities) and Action 7 (AVID). College readiness transition activities, including career inventories, college assessments (PSAT, AP exams, ACT, SAT), college visits, college summer camps, and support from the counselor in completing college applications, financial aid, and the Free Application for Federal Student Aid (FAFSA) help low income, English learners, and foster youth with preparing for college while in high school. Advancement Via Individual Determination (AVID) supports under-represented students in preparing for college by supporting student transitions between middle school and high school and high school and post-secondary education. AVID tutors provide targeted assistance in the core subject areas and AVID strategies in WICOR (writing, inquiry, collaboration, organization, and reading) prepare students with college knowledge that enhance success in post-secondary education and careers. These actions are being provided on an LEA-wide basis to support all students with college and career readiness. Nevertheless, due to additional counseling time and AVID tutoring for low income students, English learners, and foster youth, we expect that the college and career readiness indicator for our low-income students, English learners, and foster youth will increase by a minimum of 3% more than the rates of all other students.

Some students in Alternative Education need different route to the completion of high school dues to multiple school transitions, jobs, or post-secondary plans. In the 2017-2020 LCAP, the High School Equivalency Test (GED and HiSET) (Goal 1, Action 11) was administered to students who self-selected this option. The High School Equivalency Test (GED and HiSET) was continued in the 2021-2024 LCAP under Goal 1-Action 20 due to the success in the passing rate and the contribution to the increased graduation rate. In 2019 2020, 52% of students passed the High School Equivalency Test. Successful outcomes on the one-year graduation rate can be attributed to, in part, the administration of the HiSET/GED. The Community School DASS one-year graduation rate increased from 88.2% in 2018-2019 to 100% in 2019-2020. The Court School DASS graduation rate increased from 89.5% in 2018-2019 to 95.6% in 2019-2020. This action is being provided on an LEA-wide basis to support all students with high school completion. Nevertheless, due to high transition rates of low income students, English learners, and foster youth in Alternative Education, we expect that high school completion rate for our low-income students, English learners, and foster youth will increase by a minimum of 1% more than the rates of all other students.

Low income students, English learners, and foster youth who have been expelled from their school districts or who are on probation or in the Court School have experienced issues with behavior and need mental health supports. Foster youth have often endured multiple home and school transitions and need support with school stability. Students need support from staff and actions that connect them to school. In the 2017-2020 LCAP, mental health supports and services under Goal 2-Action 3 were continued in the 2021-2024 LCAP under Goal 2-Action 6 based on the success as evidenced by student suspension rates, the California Healthy Kids Survey, and stakeholder feedback. The Community School suspension rate declined from 3.2% in 2018-2019 to 0.62% in 2019-2020 and the Court School suspension rate decreased from 0.1% in 2018-2019 to zero in 2019-2020. The Community School suspension rate declined from 0.62% in 2019-2020 to zero in 2020-2021 and the Court School suspension rate remained at zero in 2020-2021. The expulsion rates remained at zero every year. Programs to monitor and support mental health and social-emotional well-being were successfully implemented as evidenced by the results from the California Healthy Kids Survey and data on the number of students who received services. The California Healthy Kids Survey (CHKS) was used to measure student social emotional health and well being. The percent reported as agree/strongly agree on the California Healthy Kids Survey (CHKS) on School Connectedness increased from 52% in 2019-2020 to 73% in 2020-2021. The percent of students responding that they feel very safe or safe on the California Healthy Kids Survey (CHKS) increased from 68% in 2019-2020 to 82% in 2020-2021. Any student who needed behavioral health services received support. The Latino Commission provided services to 40 community school students at sites they served (BGGRLC DFKRLC, and Palm Springs). Wylie Center counselors provided services through the Zoom platform as well as in-person for select sites. Over 126 teleconferences were held with parents and/or students. Counselors sent 605 emails to students and parents offering services, supports, and responding to questions and concerns. The social work interns provided telehealth services to 108 students (35 at ARLC, 7 at BGGRLC, 12 at DLLRLC, 19 at DFKRLC, 14 at Palm Springs, 21 at VVRLC). For the Court School, Riverside University Health Systems-Behavioral Health counseled 65 students based on classroom needs and 57 for Educationally Related Mental Health Services. Care Solace offered online behavioral health services to our families. The information from the Care Solace Key Performance Indicators (KPIs) 193 inquiries were received from families with 29 warm handoffs and 14 appointments into care. The Canvas home rooms had the links to our behavioral health providers. Home visits were implemented for in person welfare checks for the students and parents. Principals checked in with staff on a regular basis and address issues concerns with staff/students immediately. Due to the success of our mental health action, this will be continued under Goal 2-Action 6 in the 2021-2024 LCAP.

A review of the feedback/input from our students and their families at stakeholder meetings (school site LCAP stakeholder meetings, SSCs, ELACs, DELACs, PACs) and results from the California Healthy Kids Survey (school connectedness and safety) indicated that all students, including low income students, English learners, and foster youth, have experienced stress related to the quarantine and home isolation, various degrees of anxiety due to the uncertainty of community health conditions, family members who may have contracted the coronavirus, and school transitions due to expulsions, placement in juvenile hall, or economic distress. In order to address these conditions and in response to the post-COVID-19 pandemic, we will prioritize the social emotional needs of our low income students, English learners, and foster youth under Goal 2 with networks of support in social-emotional domains of learning in order to connect students to school in positive and safe learning environments. The networks of support will include support from the school social worker (Action 4), specialized services for foster youth (Action 5), behavior/mental health counseling (Action 6), wellness centers for students and their families (Action 7), student mentoring (Action 8), and support with school transitions (Action 9). In the 2017-2020 LCAP, student mentoring (Goal 2-Action 4) supported students who experienced grief, post-traumatic stress, depression, anger, anxiety, crisis, or neglect or abuse at home. Mentoring was successful based on the number of students served, the improvement in attendance, and the reduction in suspensions. Mentoring supported students at ARLC (14

students), BGGRLC (21 students), DLLRLC (21 students), and VVRLC (16 students). Our mentor provided group sessions to 26 students. The Community School suspension rate declined from 3.2% in 2018-2019 to 0.62% in 2019-2020 and the Court School suspension rate decreased from 0.1% in 2018-2019 to zero in 2019-2020. The Community School suspension rate declined from 0.62% in 2019-2020 to zero in 2020-2021 and the Court School suspension rate remained at zero in 2020-2021. The expulsion rates remained at zero every year. The mentor helped connect students to school and improve attendance. The percent reported as agree/strongly agree on the California Healthy Kids Survey (CHKS) on School Connectedness increased from 52% in 2019-2020 to 73% in 2020-2021. Chronic absenteeism declined to 26.5% in 2019-2020 and 15% in 2020-2021. In the 2017-202) LCAP, student transitions under Goal 2-Action 6 will be continued under Goal 2-Action 9 due to the successful transition of Court School students. The success was evidenced by the percent of students who successfully returned to their district of residence. The number and percent of students who successfully transitioned from the Community School in 2019-2020 was 298 (93%) of exiting students (verified as enrolled in another school (public or private), state, or country). The number and percent of students who successfully return to their district of residence from the Court School in 2019-2020 was 492 (94%) of exiting students (verified as enrolled in another school, public or private, state, or country). These actions are being provided on an LEA-wide basis to support all students social-emotional health and well being. Nevertheless, due to the targeted support from the school social worker, additional behavioral health services, mentoring, and school transition support, we expect that the suspension rates will be maintained at zero, attendance rates will improve, chronic absenteeism will continue to decline, and the school connectedness and safety measure survey results for our low-income students, English learners, and foster youth will increase significantly more than the rates of all other students.

English learners have specific needs in understanding the English language in reading, writing, speaking and listening. The 2019-2020 action (Action 5) to address English learners was successful as evidenced by the TELL scores (the ELPAC was canceled in 2019-2020) and the English Learner Progress Indicator on the California Dashboard. The Community School English Learner Progress indicator on the California Dashboard was at 58.3% making progress towards English language proficiency in 2018-2019, which met the high (55% to less than 65%) status. The Court School did not have a significant number of English learners for this indicator in 2018-2019. In the 2019-2020 school year, the percent of students with a performance level of high or advanced on the Test for English Language Learners (TELL) was 28.7%. This was up from 20.0% in the 2018-2019 school year. However, the growth on the TELL was not sustained in 2020-2021, due in part, to the challenges with online testing during the school closure. An analysis of the TELL scores in 2020-2021 revealed that 25.3% of EL students scored at high/advanced on the TELL, 37% scored at Intermediate on the TELL, 24% scored at Basic on the TELL, and 14% scored at Limited on the TELL. EL student scores were higher on the writing subtest of the TELL (55% at high/advanced) compared to reading (35% at high/advanced), listening (25% at high advanced), and speaking (20% at high/advanced). The impact of coaching from the Coordinator of Instructional Innovation and Support in 2018-2019 and 2019-2020 contributed to the success of English learner growth on the TELL. English learners continue to need targeted instruction in ELD, support in their core classes, and interventions to address English language acquisition skills. In order to address these needs under Goal 3, English learners will receive differentiated instruction from teachers who are coached by the Coordinator of Instructional innovation and Support based on Exact Path, ELPAC and TELL scores that range from support from scaffolds during instruction, one-on-one instruction, and small group targeted intervention (Action 5). We expect the implementation of coaching from our Coordinator of Instructional Innovation and Support will result in the increased use of scaffolds and differentiated instruction for English learners, which we expect will improve EL student scores on the TELL, ELPAC, and Exact Path assessments.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

RCOE Alternative Education considers the needs, conditions, and circumstances of our English learners, foster youth, and low income students first based on their needs. Low-income students have unique needs based on access to resources outside of school. English learners have specific needs in understanding the English language in reading, writing, speaking and listening. Foster youth have specific needs related to school enrollment and school stability as they have often endured multiple home and school transitions which disrupt their learning progression and grade level articulation. English learners, foster youth, and low-income students in the Community School and Court School have specific needs related to academic achievement and potential learning loss from distance/online learning due to the COVID-19 pandemic. Due to the aforementioned needs, low income, English learners, and foster youth, services for low-income, English learners, and foster youth are increased or improved as compared to services provided for all students.

Low income, English learners, and foster youth receive support from the school counselor on a biweekly basis (more time compared to all students) who receive for college readiness transition activities, including career inventories, college assessments (PSAT, AP exams, ACT, SAT), college visits, college summer camps, and support in completing college applications, financial aid, and the Free Application for Federal Student Aid (FAFSA) (Goal 1, Action 6). Low income, English learners, and foster youth receive individual support meetings from the school counselor to enroll in online Dual Enrollment classes in history, science, and CTE networking courses to earn college credit while enrolled in high school (Goal 1, Action 6). Low income, English learners, and foster youth receive one-on-one support from the school counselor to enroll in on-campus career technical education (CTE) courses in Building/Construction Trades, Hospitality/Culinary Arts, Multi-Media Production, Computer Networking, and Welding (Goal 1, Action 6). Low income, English learners, and foster youth receive targeted support after school from the school counselor to experience opportunities for internships and job shadowing and businesses in the community (Goal 1, Action 6).

Low income, English learners, and foster youth are prioritized for enrollment in the Advancement Via Individual Determination (AVID) classes which provide under-represented students with strategies (writing, inquiry, collaboration, organization, reading) to be successful in their core academic classes and support from AVID tutors (Goal 1, Action 7).

Teachers begin their MTSS analysis with Low-income, English learners, and foster youth based on formative assessments to measure pre-test to post-test growth in ELA, reading, and math which leads to in-class differentiated instruction by teachers and instructional assistants, after school tutoring by teachers and contracted providers, and summer school instruction based on the analysis of data by school site MTSS Data Teams (Goal 1, Action 14).

Low-income, English learners, and foster youth are prioritized to receive targeted academic support by teachers and instructional assistants through in-class instructional differentiation (individualized and small group instruction) and the implementation of Universal Design for Learning (Goal 1, Action 15).

Low-income, English learners, and foster youth are prioritized for enrollment in intervention courses and programs in ELA and math based on Exact Path pre-tests and progress monitoring data analysis during monthly MTSS collaborative meetings of teachers and instructional assistants (Goal 1 Action 15).

Low-income, English learners, and foster youth are prioritized for enrollment in extended learning time during ELA and math intervention courses during the school day, after school support from teachers (tutoring 3:00-4:00 PM), online and in-person tutoring (after school and on

weekends), after school STEMulate Learning instruction (Goal 1, Action 16), and online Edmentum credit recovery courseware (Goal 1, Action 19).

Low income, English learners, and foster youth are prioritized for support from the school social worker for social-emotional learning, attendance in school, and behavior (Goal 2, Action 4).

Foster youth have specific needs related to school enrollment and school stability as they have often endured multiple home and school transitions which disrupt their learning progression and grade level articulation. Foster youth receive support with immediate enrollment in school, transcript evaluation for AB 216 eligibility to graduate under the California state minimum requirements, home visits for attendance and SEL care, assistance with college transition activities, and classroom approaches to create places of stability included creating welcoming classroom environments, PBIS, and SEL supports (Goal 2, Action 5).

Low income, English learners, and foster youth are prioritized for behavioral/mental health counseling and services in the wellness centers (Goal 2, Action 6 and 7).

Low income, English learners, and foster youth are prioritized for mentoring to address social-emotional needs (Goal 2, Action 8).

Low income, English learners, and foster youth receive individual support with school transitions from the Court School Principal/Coordinator of Student Transitions and Attendance Registration technician for school enrollment/stability and grade level articulation (Goal 2, Action 9).

English learners receive specialized support from teachers and instructional assistants who receive ongoing training, UDL coaching, and support from the Coordinator of Instructional innovation and Support in Universal Design for Learning to support the acquisition of the English language in order to successfully engage in learning and to improve academic achievement (Goal 3, Action 5).

English learners receive targeted instruction from teachers who work with the Coordinator of Instructional innovation and Support during Wednesday PLCs to collaborate and analyze results from the TELL (pre-/post-test results and exit criteria for English learner students) and ELPAC (Goal 3, Action 5).

Local Control and Accountability Plan (LCAP) Expenditure Tables Template

Developed by the California Department of Education, January 2020

Data Entry Table: Inclusion as part of the LCAP Template is optional

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Broad Course of Study	All	No	LEA-wide	N/A	All Schools	Ongoing	\$ 112,262	\$ 21,000	\$ -	\$ -	\$ -	\$ 133,262	\$ 133,262
1	2	Instructional Materials and Resources	All	No	LEA-wide	N/A	All Schools	Ongoing	\$ -	\$ 135,334	\$ -	\$ 135,334	\$ -	\$ -	\$ 135,334
1	3	Technology and Digital Literacy	All	No	LEA-wide	N/A	All Schools	Ongoing	\$ -	\$ 488,220	\$ 488,220	\$ -	\$ -	\$ -	\$ 488,220
1	4	Professional Development	All	No	LEA-wide	N/A	All Schools	Ongoing	\$ 107,571	\$ 88,300	\$ -	\$ -	\$ -	\$ 195,871	\$ 195,871
1	5	UDL and Culturally Responsive Teaching	All	No	LEA-wide	N/A	All Schools	Ongoing	\$ 15,000	\$ 7,000	\$ -	\$ -	\$ -	\$ 22,000	\$ 22,000
1	6	College and Career Readiness	All	Yes	LEA-wide	Low Income, EL, FY	All Schools	Ongoing	\$ 147,404	\$ 45,867	\$ 95,569	\$ -	\$ -	\$ 97,702	\$ 193,271
1	7	AVID	All	Yes	LEA-wide	Low Income, EL, FY	All Schools	Ongoing	\$ 39,174	\$ 5,489	\$ 4,889	\$ 600	\$ -	\$ 39,174	\$ 44,663

1	8	CTE Pathways	All	No	LEA-wide	N/A	All Schools	Ongoing	\$ 341,570	\$ 410,250	\$ 750	\$ 414,945	\$ -	\$ 336,125	\$ 751,820
1	9	College Courses	All	No	LEA-wide	N/A	All Schools	Ongoing	\$ -	\$ 221,000	\$ -	\$ 30,000	\$ -	\$ 191,000	\$ 221,000
1	10	California Cadet Corps	All	No	LEA-wide	N/A	All Schools	Ongoing	\$ -	\$ 55,000	\$ -	\$ -	\$ -	\$ 55,000	\$ 55,000
1	11	Student Led Enterprise	All	No	LEA-wide	N/A	All Schools	Ongoing	\$ -	\$ 62,350	\$ -	\$ -	\$ -	\$ 62,350	\$ 62,350
1	12	Work-Based Learning and Certifications	All	No	LEA-wide	N/A	All Schools	Ongoing	\$ 88,715	\$ 22,250	\$ -	\$ -	\$ -	\$ 111,215	\$ 111,215
1	13	Internships for Students	All	No	LEA-wide	N/A	All Schools	Ongoing	\$ -	\$ 56,000	\$ -	\$ -	\$ -	\$ 56,000	\$ 56,000
1	14	Formative Assessments and Data Teams	All	Yes	LEA-wide	Low Income, EL, FY	All Schools	Ongoing	\$ 189,857	\$ 16,499	\$ 56,499	\$ -	\$ -	\$ 149,857	\$ 206,356
1	15	MTSS Classroom Supports	All	Yes	LEA-wide	Low Income, EL, FY	All Schools	Ongoing	\$ 2,032,489	\$ -	\$ 806,528	\$ -	\$ -	\$ 1,225,961	\$ 2,032,489
1	16	MTSS Extended Learning Time	All	Yes	LEA-wide	Low Income, EL, FY	All Schools	Ongoing	\$ 515,943	\$ -	\$ 57,594	\$ 39,599	\$ -	\$ 639,943	\$ 737,136
1	17	Monitoring Instruction for SWDs	SWDs	No	LEA-wide	N/A	All Schools	Ongoing	\$ 402,375	\$ 21,688	\$ -	\$ -	\$ 424,063	\$ -	\$ 424,063
1	18	Online Courses	All	No	LEA-wide	N/A	All Schools	Ongoing	\$ -	\$ 45,300	\$ -	\$ -	\$ -	\$ 45,300	\$ 45,300
1	19	Credit Recovery	All	Yes	LEA-wide	Low Income, EL, FY	All Schools	Ongoing	\$ -	\$ 59,068	\$ 19,469	\$ 31,249	\$ -	\$ -	\$ 50,718
1	20	High School Equivalency Test	All	No	LEA-wide	N/A	All Schools	Ongoing	\$ 52,918	\$ 1,000	\$ 53,918	\$ -	\$ -	\$ -	\$ 53,918
2	1	Attendance Supports	All	No	LEA-wide	N/A	All Schools	Ongoing	\$ -	\$ 36,000	\$ 24,500	\$ -	\$ -	\$ 11,500	\$ 36,000
2	2	Positive Behavior Intervention and Supports	All	No	LEA-wide	N/A	All Schools	Ongoing	\$ -	\$ 5,500	\$ -	\$ -	\$ -	\$ 5,500	\$ 5,500
2	3	Student Sports, Activities, After School Program	All	No	LEA-wide	N/A	All Schools	Ongoing	\$ 6,000	\$ 128,080	\$ 65,580	\$ -	\$ -	\$ 68,500	\$ 134,080
2	4	Social-Emotional Support	All	No	LEA-wide	N/A	All Schools	Ongoing	\$ 81,342	\$ -	\$ 40,671	\$ -	\$ -	\$ 40,671	\$ 81,342
2	5	Foster Youth Support	Foster Youth	Yes	Limited	Foster Youth	All Schools	Ongoing	\$ 81,342	\$ -	\$ 40,671	\$ -	\$ -	\$ 40,671	\$ 81,342
2	6	Behavioral/Mental Health Services	All	Yes	LEA-wide	Low Income, EL, FY	All Schools	Ongoing	\$ -	\$ 485,410	\$ 20,000	\$ -	\$ -	\$ 465,410	\$ 485,410

2	7	Wellness Centers	All	Yes	LEA-wide	Low Income, EL, FY	All Schools	Ongoing	\$ 175,398	\$ 1,027,957	\$ 87,699		\$ 42,957	\$ 1,072,699	\$ 1,203,355
2	8	Mentoring for Students	All	Yes	LEA-wide	Low Income, EL, FY	All Schools	Ongoing	\$ -	\$ 70,000	\$ 20,000	\$ -	\$ -	\$ 50,000	\$ 70,000
2	9	Student Transitions	All	Yes	LEA-wide	Low Income, EL, FY	All Schools	Ongoing	\$ 301,572	\$ -	\$ 301,572	\$ -	\$ -	\$ -	\$ 301,572
2	10	School Safety Personnel	All	No	LEA-wide	N/A	All Schools	Ongoing	\$ 621,018	\$ 30,000	\$ 651,018	\$ -	\$ -	\$ -	\$ 651,018
2	11	School Safety Equipment	All	No	LEA-wide	N/A	All Schools	Ongoing	\$ -	\$ 15,000	\$ 15,000	\$ -	\$ -	\$ -	\$ 15,000
2	12	School Safety Services	All	No	LEA-wide	N/A	All Schools	Ongoing	\$ -	\$ 15,000	\$ 15,000	\$ -	\$ -	\$ -	\$ 15,000
2	13	Clean Schools	All	No	LEA-wide	N/A	All Schools	Ongoing	\$ 145,169	\$ 603,852	\$ 749,021	\$ -	\$ -	\$ -	\$ 749,021
2	14	Parent Communication	All	No	LEA-wide	N/A	All Schools	Ongoing	\$ -	\$ 16,500	\$ 16,500	\$ -	\$ -	\$ -	\$ 16,500
2	15	Parent Workshops	All	No	LEA-wide	N/A	All Schools	Ongoing	\$ -	\$ 17,050	\$ -	\$ -	\$ -	\$ 17,050	\$ 17,050
2	16	Parent Decision Making	All	No	LEA-wide	N/A	All Schools	Ongoing	\$ -	\$ 10,500	\$ 10,500	\$ -	\$ -	\$ -	\$ 10,500
3	1	Instructional Materials for English Learners	English Learners	No	LEA-wide	English Learner	All Schools	Ongoing	\$ -	\$ 5,000	\$ -	\$ 5,000	\$ -	\$ -	\$ 5,000
3	2	English Language Development	English Learners	No	LEA-wide	English Learner	All Schools	Ongoing	\$ -	\$ 15,000	\$ -	\$ -	\$ -	\$ 15,000	\$ 15,000
3	3	Formative English Language Assessments	English Learners	No	LEA-wide	English Learner	All Schools	Ongoing	\$ -	\$ 5,000	\$ -	\$ -	\$ -	\$ 5,000	\$ 5,000
3	4	Instruction for ELs and UDL	English Learners	No	LEA-wide	English Learner	All Schools	Ongoing	\$ -	\$ 30,000	\$ -	\$ -	\$ -	\$ 30,000	\$ 30,000
3	5	Staff Development-Support for ELD, Instruction	English Learners	Yes	Limited	English Learner	All Schools	Ongoing	\$ 122,383	\$ -	\$ 122,383	\$ -	\$ -	\$ -	\$ 122,383
3	6	EL Reclassification and Progress Monitoring	English Learners	No	LEA-wide	English Learner	All Schools	Ongoing	\$ -	\$ 4,330	\$ 2,670	\$ -	\$ -	\$ 3,330	\$ 6,000
4	1	Community School Instructional Program	All	No	LEA-wide	N/A	Community School	Ongoing	\$ 4,502,423	\$ 408,925	\$ 2,011,793	\$ -	\$ 2,899,555	\$ -	\$ 4,911,348
4	2	Court School Instructional Program	All	No	LEA-wide	N/A	Court School	Ongoing	\$ 1,476,521	\$ -	\$ 1,476,521	\$ -	\$ -	\$ -	\$ 1,476,521
4	3	Coordinate Foster Youth Services	Foster Youth	No	LEA-wide	N/A	All Schools	Ongoing	\$ 235,386	\$ 127,156	\$ -	\$ 362,992	\$ -	\$ -	\$ 362,992

4	4	Foster Youth High School Graduation-CCI	Foster Youth	No	LEA-wide	N/A	All Schools	Ongoing	\$ 439,341	\$ 7,900		\$ 447,241	\$ -	\$ -	\$ 447,241
4	5	Educational Case Management	Foster Youth	No	LEA-wide	N/A	All Schools	Ongoing	\$ 476,398	\$ -	\$ -	\$ -	\$ 476,398	\$ -	\$ 476,398
4	6	Foster Youth Transitions and School Stability	Foster Youth	No	LEA-wide	N/A	All Schools	Ongoing	\$ -	\$ 113,000	\$ -	\$ 113,000	\$ -	\$ -	\$ 113,000
4	7	Professional Development	Foster Youth	No	LEA-wide	N/A	All Schools	Ongoing	\$ -	\$ 21,000	\$ -	\$ 21,000	\$ -	\$ -	\$ 21,000
4	8	Differentiated Assistance	Foster Youth	No	LEA-wide	N/A	All Schools	Ongoing	\$ -	\$ 21,000	\$ -	\$ 21,000	\$ -	\$ -	\$ 21,000
4	9	Foster Youth Data	Foster Youth	No	LEA-wide	N/A	All Schools	Ongoing	\$ 177,397	\$ 77,240	\$ -	\$ 254,637	\$ -	\$ -	\$ 254,637
															\$ -
															\$ -
															\$ -
															\$ -
															\$ 18,160,196

Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 7,254,535	\$ 1,876,597	\$ 3,842,973	\$ 5,186,091	18,160,196	\$ 12,886,968	\$ 5,058,015

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Broad Course of Study	All	\$ 21,000	\$ 122,000	\$ -	\$ 133,262	\$ 143,000
1	2	Instructional Materials and Resources	All	\$ -	\$ 135,334	\$ -	\$ -	\$ 135,334
1	3	Technology and Digital Literacy	All	\$ 488,220	\$ -	\$ -	\$ -	\$ 488,220

1	4	Professional Development	All	\$ -	\$ -	\$ -	\$ 195,871	\$ 195,871
1	5	UDL and Culturally Responsive Teaching	All	\$ -	\$ -	\$ -	\$ 22,000	\$ 22,000
1	6	College and Career Readiness	All	\$ 95,569	\$ -	\$ -	\$ 97,702	\$ 193,271
1	7	AVID	All	\$ 4,889	\$ 600	\$ -	\$ 39,174	\$ 44,663
1	8	CTE Pathways	All	\$ 750	\$ 414,945	\$ -	\$ 336,125	\$ 751,820
1	9	College Courses	All	\$ -	\$ 30,000	\$ -	\$ 191,000	\$ 221,000
1	10	California Cadet Corps	All	\$ -	\$ -	\$ -	\$ 55,000	\$ 55,000
1	11	Student Led Enterprise	All	\$ -	\$ -	\$ -	\$ 62,350	\$ 62,350
1	12	Work-Based Learning and Certifications	All	\$ -	\$ -	\$ -	\$ 111,215	\$ 111,215
1	13	Internships for Students	All	\$ -	\$ -	\$ -	\$ 56,000	\$ 56,000
1	14	Formative Assessments and Data Teams	All	\$ 56,499	\$ -	\$ -	\$ 149,857	\$ 206,356
1	15	MTSS Classroom Supports	All	\$ 806,528	\$ -	\$ -	\$ 1,225,961	\$ 2,032,489
1	16	MTSS Extended Learning Time	All	\$ 57,594	\$ 39,599	\$ -	\$ 639,943	\$ 737,136
1	17	Monitoring Instruction for SWDs	SWDs			\$ 424,063	\$ -	\$ 424,063
1	18	Online Courses	All	\$ -	\$ -	\$ -	\$ 45,300	\$ 45,300
1	19	Credit Recovery	All	\$ 19,469	\$ 31,249	\$ -		\$ 50,718
1	20	High School Equivalency Test	All	\$ 53,918	\$ -	\$ -	\$ -	\$ 53,918
2	1	Attendance Supports	All	\$ 24,500	\$ -	\$ -	\$ 11,500	\$ 36,000
2	2	Positive Behavior Intervention and Supports	All	\$ -	\$ -	\$ -	\$ 5,500	\$ 5,500
2	3	Student Sports, Activities, After School Prog.	All	\$ 65,580	\$ -	\$ -	\$ 68,500	\$ 134,080
2	4	Social-Emotional Support	All	\$ 40,671	\$ -	\$ -	\$ 40,671	\$ 81,342
2	5	Foster Youth Support	Foster Youth	\$ 40,671	\$ -	\$ -	\$ 40,671	\$ 81,342
2	6	Behavioral/Mental Health Services	All	\$ 20,000	\$ -	\$ -	\$ 465,410	\$ 485,410
2	7	Wellness Centers	All	\$ 87,699		\$ 42,957	\$ 1,072,699	\$ 1,203,355

2	8	Mentoring for Students	All	\$ 20,000	\$ -	\$ -	\$ 50,000	\$ 70,000
2	9	Student Transitions	All	\$ 301,572	\$ -	\$ -	\$ -	\$ 301,572
2	10	School Safety Personnel	All	\$ 651,018	\$ -	\$ -	\$ -	\$ 651,018
2	11	School Safety Equipment	All	\$ 15,000	\$ -	\$ -	\$ -	\$ 15,000
2	12	School Safety Services	All	\$ 15,000	\$ -	\$ -	\$ -	\$ 15,000
2	13	Clean Schools	All	\$ 749,021	\$ -	\$ -	\$ -	\$ 749,021
2	14	Parent Communication	All	\$ 16,500	\$ -	\$ -	\$ -	\$ 16,500
2	15	Parent Workshops	All	\$ -	\$ -	\$ -	\$ 17,050	\$ 17,050
2	16	Parent Decision Making	All	\$ 10,500	\$ -	\$ -	\$ -	\$ 10,500
3	1	Instructional Materials for English Learners	English Learners	\$ -	\$ 5,000	\$ -	\$ -	\$ 5,000
3	2	English Language Development	English Learners	\$ -	\$ -	\$ -	\$ 15,000	\$ 15,000
3	3	Formative English Language Assessments	English Learners	\$ -	\$ -	\$ -	\$ 5,000	\$ 5,000
3	4	Instruction for ELs and UDL	English Learners	\$ -	\$ -	\$ -	\$ 30,000	\$ 30,000
3	5	Staff Development-Support for ELD, Instruction	English Learners	\$ 122,383	\$ -	\$ -	\$ -	\$ 122,383
3	6	EL Reclassification and Progress Monitoring	English Learners	\$ 2,670	\$ -	\$ -	\$ 3,330	\$ 6,000
4	1	Community School Instructional Program	All	\$ 2,011,793	\$ -	\$ 2,899,555	\$ -	\$ 4,911,348
4	2	Court School Instructional Program	All	\$ 1,476,521	\$ -	\$ -	\$ -	\$ 1,476,521
4	3	Coordinate Foster Youth Services	Foster Youth	\$ -	\$ 362,992	\$ -	\$ -	\$ 362,992
4	4	Foster Youth High School Graduation-CCI	Foster Youth	\$ -	\$ 447,241	\$ -	\$ -	\$ 447,241
4	5	Educational Case Management	Foster Youth	\$ -	\$ -	\$ 476,398	\$ -	\$ 476,398
4	6	Foster Youth Transitions and School Stability	Foster Youth	\$ -	\$ 113,000	\$ -	\$ -	\$ 113,000
4	7	Professional Development	Foster Youth	\$ -	\$ 21,000	\$ -	\$ -	\$ 21,000
4	8	Differentiated Assistance	Foster Youth	\$ -	\$ 21,000	\$ -	\$ -	\$ 21,000

4	9	Foster Youth Data	Foster Youth	\$ -	\$ 254,637	\$ -	\$ -	\$ 254,637
								\$ -
								\$ -
								\$ -
								\$ 18,160,196

Total Expenditures Table

		Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
		Totals	\$ 7,254,535	\$ 1,876,597	\$ 3,842,973	\$ 5,186,091	18,160,196	\$ 12,886,968	\$ 5,058,015
Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	
1	1	Broad Course of Study	All	\$ 21,000	\$ 122,000	\$ -	\$ 133,262	\$ 143,000	
1	2	Instructional Materials and Resources	All	\$ -	\$ 135,334	\$ -	\$ -	\$ 135,334	
1	3	Technology and Digital Literacy	All	\$ 488,220	\$ -	\$ -	\$ -	\$ 488,220	
1	4	Professional Development	All	\$ -	\$ -	\$ -	\$ 195,871	\$ 195,871	
1	5	UDL and Culturally Responsive Teaching	All	\$ -	\$ -	\$ -	\$ 22,000	\$ 22,000	
1	6	College and Career Readiness	All	\$ 95,569	\$ -	\$ -	\$ 97,702	\$ 193,271	
1	7	AVID	All	\$ 4,889	\$ 600	\$ -	\$ 39,174	\$ 44,663	
1	8	CTE Pathways	All	\$ 750	\$ 414,945	\$ -	\$ 336,125	\$ 751,820	
1	9	College Courses	All	\$ -	\$ 30,000	\$ -	\$ 191,000	\$ 221,000	

1	10	California Cadet Corps	All	\$ -	\$ -	\$ -	\$ 55,000	\$ 55,000	
1	11	Student Led Enterprise	All	\$ -	\$ -	\$ -	\$ 62,350	\$ 62,350	
1	12	Work-Based Learning and Certifications	All	\$ -	\$ -	\$ -	\$ 111,215	\$ 111,215	
1	13	Internships for Students	All	\$ -	\$ -	\$ -	\$ 56,000	\$ 56,000	
1	14	Formative Assessments and Data Teams	All	\$ 56,499	\$ -	\$ -	\$ 149,857	\$ 206,356	
1	15	MTSS Classroom Supports	All	\$ 806,528	\$ -	\$ -	\$ 1,225,961	\$ 2,032,489	
1	16	MTSS Extended Learning Time	All	\$ 57,594	\$ 39,599	\$ -	\$ 639,943	\$ 737,136	
1	17	Monitoring Instruction for SWDs	SWDs			\$ 424,063	\$ -	\$ 424,063	
1	18	Online Courses	All	\$ -	\$ -	\$ -	\$ 45,300	\$ 45,300	
1	19	Credit Recovery	All	\$ 19,469	\$ 31,249	\$ -	\$ -	\$ 50,718	
1	20	High School Equivalency Test	All	\$ 53,918	\$ -	\$ -	\$ -	\$ 53,918	
2	1	Attendance Supports	All	\$ 24,500	\$ -	\$ -	\$ 11,500	\$ 36,000	
2	2	Positive Behavior Intervention and Supports	All	\$ -	\$ -	\$ -	\$ 5,500	\$ 5,500	
2	3	Student Sports, Activities, After School Prog.	All	\$ 65,580	\$ -	\$ -	\$ 68,500	\$ 134,080	
2	4	Social-Emotional Support	All	\$ 40,671	\$ -	\$ -	\$ 40,671	\$ 81,342	
2	5	Foster Youth Support	Foster Youth	\$ 40,671	\$ -	\$ -	\$ 40,671	\$ 81,342	

2	6	Behavioral/Mental Health Services	All	\$ 20,000	\$ -	\$ -	\$ 465,410	\$ 485,410	
2	7	Wellness Centers	All	\$ 87,699	\$ -	\$ 42,957	\$ 1,072,699	\$ 1,203,355	
2	8	Mentoring for Students	All	\$ 20,000	\$ -	\$ -	\$ 50,000	\$ 70,000	
2	9	Student Transitions	All	\$ 301,572	\$ -	\$ -	\$ -	\$ 301,572	
2	10	School Safety Personnel	All	\$ 651,018	\$ -	\$ -	\$ -	\$ 651,018	
2	11	School Safety Equipment	All	\$ 15,000	\$ -	\$ -	\$ -	\$ 15,000	
2	12	School Safety Services	All	\$ 15,000	\$ -	\$ -	\$ -	\$ 15,000	
2	13	Clean Schools	All	\$ 749,021	\$ -	\$ -	\$ -	\$ 749,021	
2	14	Parent Communication	All	\$ 16,500	\$ -	\$ -	\$ -	\$ 16,500	
2	15	Parent Workshops	All	\$ -	\$ -	\$ -	\$ 17,050	\$ 17,050	
2	16	Parent Decision Making	All	\$ 10,500	\$ -	\$ -	\$ -	\$ 10,500	
3	1	Instructional Materials for English Learners	English Learners	\$ -	\$ 5,000	\$ -	\$ -	\$ 5,000	
3	2	English Language Development	English Learners	\$ -	\$ -	\$ -	\$ 15,000	\$ 15,000	
3	3	Formative English Language Assessments	English Learners	\$ -	\$ -	\$ -	\$ 5,000	\$ 5,000	
3	4	Instruction for ELs and UDL	English Learners	\$ -	\$ -	\$ -	\$ 30,000	\$ 30,000	
3	5	Staff Development-Support for ELD, Instruction	English Learners	\$ 122,383	\$ -	\$ -	\$ -	\$ 122,383	

3	6	EL Reclassification and Progress Monitoring	English Learners	\$ 2,670	\$ -	\$ -	\$ 3,330	\$ 6,000	
4	1	Community School Instructional Program	All	\$ 2,011,793	\$ -	\$ 2,899,555	\$ -	\$ 4,911,348	
4	2	Court School Instructional Program	All	\$ 1,476,521	\$ -	\$ -	\$ -	\$ 1,476,521	
4	3	Coordinate Foster Youth Services	Foster Youth	\$ -	\$ 362,992	\$ -	\$ -	\$ 362,992	
4	4	Foster Youth High School Graduation-CCI	Foster Youth		\$ 447,241	\$ -	\$ -	\$ 447,241	
4	5	Educational Case Management	Foster Youth	\$ -	\$ -	\$ 476,398	\$ -	\$ 476,398	
4	6	Foster Youth Transitions and School Stability	Foster Youth	\$ -	\$ 113,000	\$ -	\$ -	\$ 113,000	
4	7	Professional Development	Foster Youth	\$ -	\$ 21,000	\$ -	\$ -	\$ 21,000	
4	8	Differentiated Assistance	Foster Youth	\$ -	\$ 21,000	\$ -	\$ -	\$ 21,000	
4	9	Foster Youth Data	Foster Youth	\$ -	\$ 254,637	\$ -	\$ -	\$ 254,637	
								\$ 18,160,196	

Contributing Expenditure Table

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$ 1,632,873	\$ 5,528,695
LEA-wide Total:	\$ 1,469,819	\$ 5,324,970
Limited Total:	\$ 163,054	\$ 203,725
Schoolwide Total:	\$ -	\$ -

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	6	College and Career Readiness	LEA-wide	Low Income, EL, FY	All Schools	\$ 95,569	\$ 193,271
1	7	AVID	LEA-wide	Low Income, EL, FY	All Schools	\$ 4,889	\$ 44,663
1	14	Formative Assessments and Data Teams	LEA-wide	Low Income, EL, FY	All Schools	\$ 56,499	\$ 206,356
1	15	MTSS Classroom Supports	LEA-wide	Low Income, EL, FY	All Schools	\$ 806,528	\$ 2,032,489
1	16	MTSS Extended Learning Time	LEA-wide	Low Income, EL, FY	All Schools	\$ 57,594	\$ 737,136
1	19	Credit Recovery	LEA-wide	Low Income, EL, FY	All Schools	\$ 19,469	\$ 50,718
2	5	Foster Youth Support	Limited	Foster Youth	All Schools	\$ 40,671	\$ 81,342
2	6	Behavioral/Mental Health Services	LEA-wide	Low Income, EL, FY	All Schools	\$ 20,000	\$ 485,410
2	7	Wellness Centers	LEA-wide	Low Income, EL, FY	All Schools	\$ 87,699	\$ 1,203,355
2	8	Mentoring for Students	LEA-wide	Low Income, EL, FY	All Schools	\$ 20,000	\$ 70,000
2	9	Student Transitions	LEA-wide	Low Income, EL, FY	All Schools	\$ 301,572	\$ 301,572
3	5	Staff Development-Support for ELD, Instruction	Limited	English Learner	All Schools	\$ 122,383	\$ 122,383

Annual Update Table Year 1

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:	\$ 18,160,196	\$ -

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
1	1	Broad Course of Study	No	\$ 133,262	
1	2	Instructional Materials and Resources	No	\$ 135,334	
1	3	Technology and Digital Literacy	No	\$ 488,220	
1	4	Professional Development	No	\$ 195,871	
1	5	UDL and Culturally Responsive Teaching	No	\$ 22,000	
1	6	College and Career Readiness	Yes	\$ 193,271	
1	7	AVID	Yes	\$ 44,663	
1	8	CTE Pathways	No	\$ 751,820	
1	9	College Courses	No	\$ 221,000	
1	10	California Cadet Corps	No	\$ 55,000	
1	11	Student Led Enterprise	No	\$ 62,350	
1	12	Work-Based Learning and Certifications	No	\$ 111,215	
1	13	Internships for Students	No	\$ 56,000	
1	14	Formative Assessments and Data Teams	Yes	\$ 206,356	
1	15	MTSS Classroom Supports	Yes	\$ 2,032,489	
1	16	MTSS Extended Learning Time	Yes	\$ 737,136	
1	17	Monitoring Instruction for SWDs	No	\$ 424,063	
1	18	Online Courses	No	\$ 45,300	
1	19	Credit Recovery	Yes	\$ 50,718	
1	20	High School Equivalency Test	No	\$ 53,918	
2	1	Attendance Supports	No	\$ 36,000	
2	2	Positive Behavior Intervention and Supports	No	\$ 5,500	

2	3	Student Sports, Activities, After School Prog.	No	\$	134,080
2	4	Social-Emotional Support	No	\$	81,342
2	5	Foster Youth Support	Yes	\$	81,342
2	6	Behavioral/Mental Health Services	Yes	\$	485,410
2	7	Wellness Centers	Yes	\$	1,203,355
2	8	Mentoring for Students	Yes	\$	70,000
2	9	Student Transitions	Yes	\$	301,572
2	10	School Safety Personnel	No	\$	651,018
2	11	School Safety Equipment	No	\$	15,000
2	12	School Safety Services	No	\$	15,000
2	13	Clean Schools	No	\$	749,021
2	14	Parent Communication	No	\$	16,500
2	15	Parent Workshops	No	\$	17,050
2	16	Parent Decision Making	No	\$	10,500
3	1	Instructional Materials for English Learners	No	\$	5,000
3	2	English Language Development	No	\$	15,000
3	3	Formative English Language Assessments	No	\$	5,000
3	4	Instruction for ELs and UDL	No	\$	30,000
3	5	Staff Development-Support for ELD, Instruction	Yes	\$	122,383
3	6	EL Reclassification and Progress Monitoring	No	\$	6,000
4	1	Community School Instructional Program	No	\$	4,911,348
4	2	Court School Instructional Program	No	\$	1,476,521
4	3	Coordinate Foster Youth Services	No	\$	362,992
4	4	Foster Youth High School Graduation-CCI	No	\$	447,241
4	5	Educational Case Management	No	\$	476,398
4	6	Foster Youth Transitions and School Stability	No	\$	113,000
4	7	Professional Development	No	\$	21,000
4	8	Differentiated Assistance	No	\$	21,000
4	9	Foster Youth Data	No	\$	254,637

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (*California Education Code [EC] 52064(e)(1)*). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC 52064(e)(1)*). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC 52064(b)(4-6)*).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC 52064(e)(1)*). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some

metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 .

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or school wide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the “Increased or Improved Services” section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or school wide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or school wide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, school wide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a School wide Basis:

School Districts must identify in the description those actions being funded and provided on a school wide basis, and include the required description supporting the use of the funds on a school wide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a school wide basis at a school with less than 40% enrollment of unduplicated pupils:
Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.

- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All”, or by entering a specific student group or groups.
- **Increased / Improved:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), school wide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is school wide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.