RCOE Local Control and Accountability Plan (LCAP)

2023-2024

Alternative Education

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

Developed by the California Department of Education, November 2022

LCFF Budget Overview for Parents: Data Input

Local Educational Agency (LEA) name:	Riverside County Office Of Education
CDS code:	33 10330 0000000
LEA contact information:	Deanna McCarty, Ed.D. 951-826-6464, dmccarty@rcoe.us
Coming School Year:	2023-2024
Current School Year:	2022-2023

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

Projected General Fund Revenue for the 2023-2024 School Year	Amount
Total LCFF funds	$ 144,077,520
LCFF supplemental & concentration grants	$ 1,898,923
All other state funds	$ 1,510,705
All local funds	$ 221,413
All federal funds	$ 5,153,364
Total Projected Revenue	$ 150,963,002
Total Budgeted Expenditures for the 2023-2024 School Year	**Amount**
Total Budgeted General Fund Expenditures	$ 15,836,428
Total Budgeted Expenditures in the LCAP	$ 15,836,428
Total Budgeted Expenditures for High Needs Students in the LCAP	$ 2,417,918
Expenditures not in the LCAP	$ -
Expenditures for High Needs Students in the 2022-2023 School Year	**Amount**
Total Budgeted Expenditures for High Needs Students in the LCAP	$ 4,425,681
Actual Expenditures for High Needs Students in LCAP	$ 6,553,993

Not for Inclusion with the Template

LCFF Budget Overview for Parents: Narrative Responses

LCFF Budget Overview for Parents Narrative Responses Sheet

Required Prompt(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	All expenditures are listed within the LCAP for the 2023-2024 school year. Going forward additional resources, such as ESSER may be utilized to support programming as monies become available. It's important to note that while all funds allocated for the school year have been spent, there may be additional funds provided through one-time grants or other sources that will be used as they arise. These funds are typically used for specific purposes, such as implementing new programs, upgrading facilities, or addressing emerging needs within the district. The allocation and utilization of these additional funds are typically determined through careful planning and decision-making by school administrators and the school board.
A prompt may display based on information provided in the Data Input tab.	[Respond to the prompt here; if there is no prompt, a response is not required.]
A prompt may display based on information provided in the Data Input tab.	[Respond to the prompt here; if there is no prompt, a response is not required.]

Not for Inclusion in the Template

LCFF Budget Overview for Parents

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

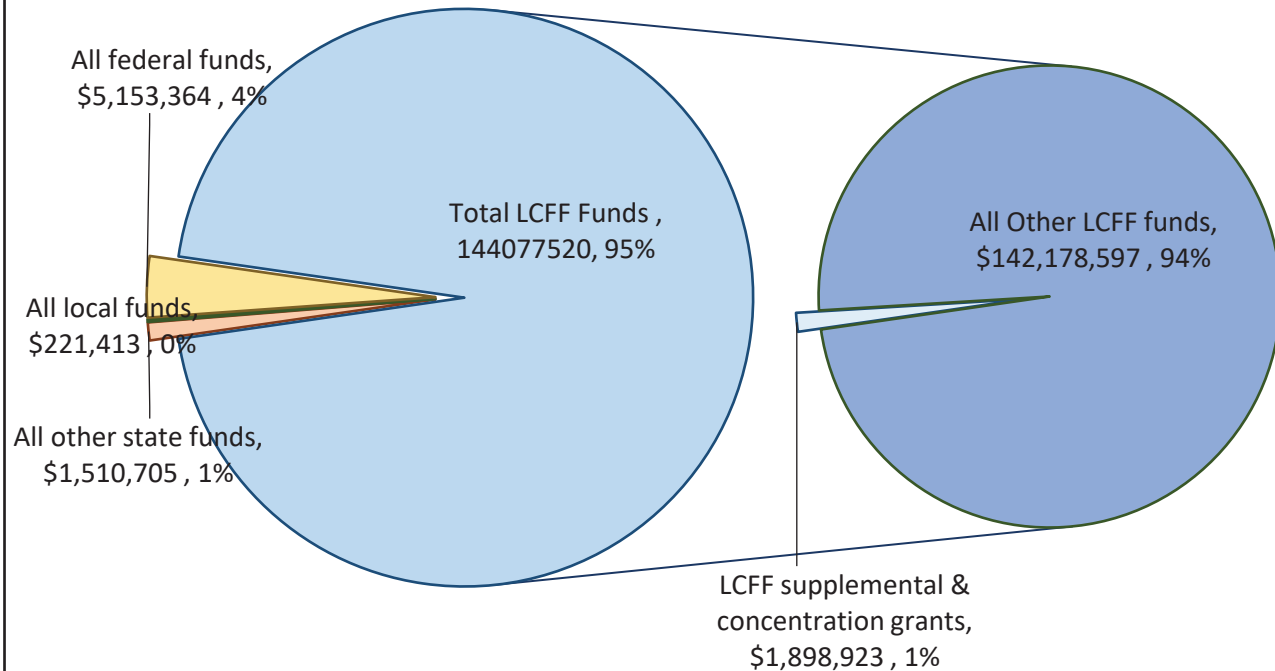CDS Code: 33 10330 0000000

School Year: 2023-2024

LEA contact information: Deanna McCarty, Ed.D. 951-826-6464, dmccarty@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 2023-2024 School Year

Projected Revenue by Fund Source

All federal funds, $5,153,364 , 4%

Total LCFF Funds , 144077520, 95%

All local funds, $221,413 , 0%

All other state funds, $1,510,705 , 1%

All Other LCFF funds, $142,178,597 , 94%

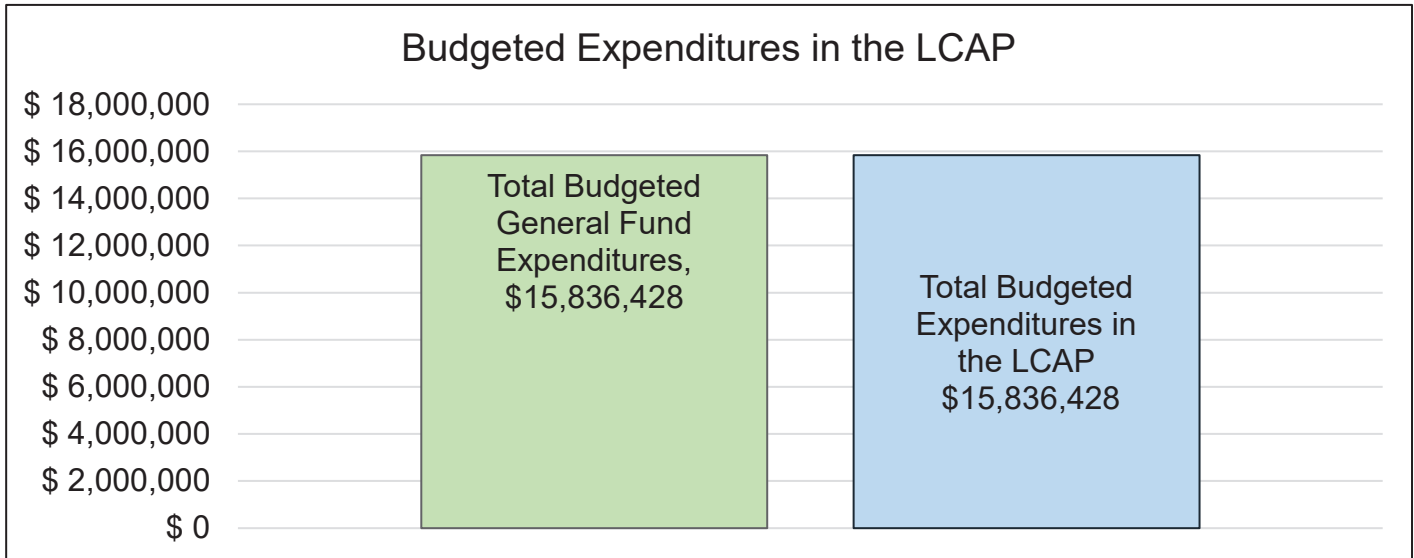LCFF supplemental & concentration grants, $1,898,923 , 1%

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

The text description for the above chart is as follows: The total revenue projected for Riverside County Office Of Education is $150,963,002.00, of which $144,077,520.00 is Local Control Funding Formula (LCFF), $1,510,705.00 is other state funds, $221,413.00 is local funds, and $5,153,364.00 is federal funds. Of the $144,077,520.00 in LCFF Funds, $1,898,923.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP

Bar chart with y-axis from $0 to $18,000,000. Two bars:
- Total Budgeted General Fund Expenditures, $15,836,428
- Total Budgeted Expenditures in the LCAP $15,836,428

This chart provides a quick summary of how much Riverside County Office Of Education plans to spend for 2023-2024. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Riverside County Office Of Education plans to spend $15,836,428.00 for the 2023-2024 school year. Of that amount, $15,836,428.00 is tied to actions/services in the LCAP and $0.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

All expenditures are listed within the LCAP for the 2023-2024 school year. Going forward additional resources, such as ESSER may be utilized to support programming as monies become available. It's important to note that while all funds allocated for the school year have been spent, there may be additional funds provided through one-time grants or other sources that will be used as they arise. These

Increased or Improved Services for High Needs Students in the LCAP for the 2023-2024 School Year

In 2023-2024, Riverside County Office Of Education is projecting it will receive $1,898,923.00 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 $2,417,918.00 towards meeting this requirement, as described in the LCAP.

Instructions

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (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 local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the 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*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. 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 Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners 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* Section 52064[b][4-6]).

o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 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 educational partners 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 tool for engaging educational partners.

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 educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners 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 educational partners 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 educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 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 and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 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 LEA, its schools, and its students in grades TK–12, as applicable to the LEA. 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, input from educational partners, 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? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). 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.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, 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 engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners 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 educational partners 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 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 engagement of educational partners 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 process used to engage educational partners and how this engagement was considered before finalizing the LCAP."

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners 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 educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

Prompt 2: "A summary of the feedback provided by specific educational partners."

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

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific input from educational partners."

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the 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 educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners 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 educational partner 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 educational partners 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 educational partners 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 educational partners. 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 educational partners, 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.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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 2020–21 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** or when adding a new metric.

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 action 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 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 schoolwide 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 and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages 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 educational partners. 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 educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, 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 educational partners 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

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated 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).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs 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).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or 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 schoolwide 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 schoolwide 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 percent 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 percent 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, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent 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 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, 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 Schoolwide Basis:

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

For schools with 40 percent 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 schoolwide basis at a school with less than 40 percent 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, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. 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.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word "input" has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

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, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.

- **1. Projected LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming 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.

- **Contributing to Increased or Improved Services?:** 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:

  o **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide 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.

  o **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.

  o **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 transitional kindergarten through grade five), 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."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **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).

- o **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **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.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

  - o As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

    For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

  o Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

- **10. Estimated Actual Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Estimated Actual LCFF Base Grant and the Estimated Actual LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)

    o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column

- 5. Total Planned Percentage of Improved Services

    o This percentage is the total of the Planned Percentage of Improved Services column

- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)

    o This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater

than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- 6. Estimated Actual LCFF Supplemental and Concentration Grants

    o This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- 4. Total Planned Contributing Expenditures (LCFF Funds)

    o This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions

    o This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)

- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 4 from 7)

    o This amount is the Total Planned Contributing Expenditures (4) subtracted from the Total Estimated Actual Expenditures for Contributing Actions (7)

- 5. Total Planned Percentage of Improved Services (%)

    o This amount is the total of the Planned Percentage of Improved Services column

- 8. Total Estimated Actual Percentage of Improved Services (%)

    o This amount is the total of the Estimated Actual Percentage of Improved Services column

- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)

    o This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)

- This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)

   - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

     The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)

   - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 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	Deanna McCarty, Executive Director, Alternative Education	dmccarty@rcoe.us; 951-826-6464

Plan Summary 2023-2024

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

The Riverside County Office of Education Alternative Education (RCOE AE) program includes the Community School (10 Sites) and the 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 LCAP was developed with a 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. This includes identifying highly effective services, programs, and supports that are not currently being provided and bringing them into the organization. The vision of RCOE is to be 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 23 school districts in Riverside County, developed the countywide plan for providing educational services to expelled students within the county pursuant to Education Code §48926. RCOE maintains the Community School in zones through 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 a classroom-based program for expelled/district-referred students, independent study, and a 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 alternative to a classroom setting.

The Alternative Education Court School provides a comprehensive instructional program for students in juvenile hall. The Riverside County juvenile system determines the Court School enrollment. Alternative Education currently serves eight classrooms across three probation facilities. The four 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 a focus on therapy), students in security (longer enrollments due to the nature of their offense and ongoing court proceedings), and Department of Juvenile Justice (DJJ) realigned youth (under SB823 and SB 92, new commitments of juvenile offenders ceased after June 30, 2023, and students are transferred back to local jurisdictions with full DJJ closure June 30, 2023). 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 detention facilities. Foster youth receive assistance with high school graduations and transition to college and careers. The coordination of services includes working with the 23 school districts and the Department of Social Services to share information, responding to the needs of the juvenile court system, and ensuring the transfer of health and educational records.

As of the CALPADS Information Day census, student enrollment totaled 304 students in RCOE Alternative Education programs in 2022–2023 with 216 students in the Community School and 88 students in the Court School (compared to 196 in 2021-2022, 339 in 2020-2021, and 480 in 2019-2020). The significant student groups in the Community School by program include 84.8 % socio-economically disadvantaged, 27.6 %, English learners, 5.7 %, foster youth, and 23.8% students with disabilities. Community School student enrollment by gender is 78.7 % male and 21.3 % female. The significant student groups in the Court School program include 100 % socio-economically disadvantaged, 26.1 % English learners,8% foster youth, and 38.6% students with disabilities. Court School student enrollment by gender is 92.3% male and 7.7 %female.

Student enrollment is highly mobile in Alternative Education. Average daily enrollment for students in Community School is 36 days and 31 days for Court School (based on 2021-2022 full year enrollment). The stability rate for Community Schools is 1% and 6.5% for Court Schools according to DataQuest. Student expulsion orders for Community School enrollment are typically for one semester (approximately 78.6% of

students are enrolled for one semester in the Community school and approximately 21.3% are enrolled for two semesters). Approximately 14.7% of the students are enrolled in the Community School for more than one year. Probation placement in juvenile halls varies greatly. Approximately 66.5% of students are placed from one day to 30 days about 22.4% of students are placed from 31 to 90 days, and 11.1% of students are placed for more than 90 days. The average length of stay in the Court school is 33 days. This data reflects the 2021-2022 school year in its entirety. This limited enrollment span, combined with many students who have had unfinished instruction can be particularly challenging, necessitating an urgent need for intensive, targeted instruction, interventions, and mental health support.

A short enrollment span requires educators to provide instruction that is focused on the most critical topics and delivered in a way that is easily understood by at-promise students. Since these students have limited time to absorb and retain information, the instruction needs to be designed in a manner that enables them to grasp the necessary concepts within the stipulated time frame. Also, a short enrollment span can create added stress and pressure on at-promise students, which can have a negative impact on their mental health. They may feel overwhelmed and anxious about completing the course within the limited time frame. Therefore, mental health support is crucial to ensure that they can cope with the added pressure and stress. Finally, interventions are necessary to address any barriers or challenges that our students face – such as housing insecurity, transportation issues, access to medical and mental health services. These students may have difficulty with certain topics or skills, or they may struggle to balance the demands of the program with other responsibilities. Therefore, targeted instruction and intervention is essential to help our students overcome these challenges and succeed within the short enrollment span.

The RCOE AE has prioritized literacy and targeted literacy interventions over the past year to improve student success. In particular, the focus has been on enhancing students' proficiency in reading, writing, and financial literacy, which are essential for academic, personal, and professional success. Students who possess strong literacy skills are better equipped to understand complex texts, communicate their thoughts effectively, and make informed decisions in their personal and professional lives. Research has consistently demonstrated that students who are proficient in literacy skills are more likely to graduate high school, enroll in college or other post-secondary educational programs, and achieve success in their careers. The direct positive impact that this focus has provided is listed under the success section of this plan.

Research has also highlighted the critical role that literacy skills play in students' academic success. According to a report by the National Assessment of Educational Progress (NAEP), students who are proficient in reading are more likely to perform well in other subjects such as math, science, and social studies. In addition, students who are proficient in writing are better equipped to organize and articulate their thoughts, leading to improved performance on written assignments and exams. There is ample research to support the idea that strong literacy skills have a lasting impact on college and career success. Here are a few examples of relevant studies: A study by the National Center for Education Statistics found that high school students who were proficient in reading were more likely to enroll in college than those who were not proficient. Specifically, 84% of students who scored at or above the "proficient" level in reading enrolled in college, compared to 53% of students who scored below the "basic" level (NCES, 2017). A report by the National Association of Colleges and Employers found

that employers rank communication skills (including reading and writing) as the most important attribute they look for when hiring college graduates. In fact, 73.4% of employers surveyed rated communication skills as "very important" (NACE, 2019). A study by the Organization for Economic Co-operation and Development (OECD) found that individuals with higher levels of literacy proficiency are more likely to be employed, earn higher wages, and have better health outcomes than those with lower levels of literacy proficiency (OECD, 2013). A report by the College Board found that students who take the SAT and score in the highest literacy range (700-800) are more likely to graduate college and earn higher salaries than those who score in lower ranges (College Board, 2015). These studies, along with many others, demonstrate the crucial role that literacy skills play in students' long-term success. By focusing on literacy education and targeted interventions, schools can help ensure that their students are prepared for college and career opportunities.

To further support this emphasis, the district plans to implement a new assessment tool in the upcoming year, NWEA/MAPS, with a focus on CAASPP-related questions, to better measure student literacy progress and identify areas for improvement. Additionally, a new intervention platform. NWEA/MAPS provides a UDL approach in use with foster youth, English learners, and students with disabilities because it is designed to be accessible and fair for all students, regardless of their background or learning needs. The program can provide valuable data, track progress, and provide feedback, which can help to improve literacy skills and promote academic success for all students. Achieve 3000, will be introduced to provide more targeted and effective support for students who need it most, with the ultimate goal of increasing literacy and improving state CAASPP test scores. Achieve3000 is an online literacy tool designed to help students increase their literacy skills. The program works by providing differentiated reading materials that are matched to the student's reading level and interests. The reading materials are followed by a series of multiple-choice questions that help to reinforce comprehension, critical thinking, and vocabulary development. Achieve 3000 provides differentiated reading material to address the needs of our students, specifically those who are EL or SWDs. The program also works on targeted vocabulary instruction to increase overall literacy skills, as well as promote critical thinking through analysis of information presented in reading passages.

Furthermore, RCOE AE also choose to expand the area of literacy and align with the Superintendent's initiative of financial literacy. Financial literacy is an important aspect of literacy that is increasingly essential for students' success in the modern world. A study by the National Endowment for Financial Education found that students who received financial education in high school were more likely to save money, pay off credit card balances, and invest in stocks and bonds as adults. Furthermore, students who received financial education reported feeling more confident in their ability to manage their finances and make informed financial decisions. Details of the financial literacy program can be found under the successes section of this plan.

Given the importance of literacy skills in student success, it is vital for schools to prioritize literacy education. This year's focus on literacy in the district is a crucial step towards ensuring that students receive the necessary support and resources to develop strong literacy skills. By continuing to prioritize literacy education in the upcoming year, the district can ensure that students are equipped with the tools they need to succeed in high school and beyond.

Throughout this process, the RCOE Alternative Education program has centered on promoting equity and inclusion in the classroom, emphasizing the importance of cultural responsiveness and recognizing and addressing implicit biases. This has involved encouraging educators to create opportunities for students to express their unique perspectives and experiences and incorporating diverse perspectives into lesson planning. This has led to a more welcoming and inclusive learning environment that celebrates diversity and promotes a sense of community among students. During this Summer instructional staff will be receiving further training on the GLEAM (grade level, engaging, affirming meaningful) process of lesson development. GLEAM promotes equity and inclusion in the classroom by addressing bias, promoting culturally responsive teaching, providing standards-aligned instruction, differentiating instruction, and promoting a focus on social justice. By providing teachers with the resources they need to create an inclusive and equitable classroom culture, GLEAM can help to promote academic success for all students.

In addition to promoting literacy and equity, training and support has also highlighted the importance of supporting students' mental health. Teachers and instructional staff have been given the tools and strategies to recognize signs of distress, promote positive mental health, and connect students with necessary resources and support. The district also offered individual support through counselors and social work inters, as well as partnered with community mental health agencies to increase access to mental health providers. Additionally, they have been trained to create inclusive classrooms that meet the unique needs of students with special needs, ensuring that all students are supported and given the best opportunity for academic success. Going forward increase to mental health services on site will be addressed by the addition of full time certified behavioral health therapists.

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).

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).

One-Year Graduation Rates

The Riverside County Office of Education (RCOE) Court School Alternative Education program reflects one of the highest graduation rates on the DASS dashboard. Court School programs had a 98% graduation rate with Community School at a 94.7%. This reflects the number of students who met the DASS graduation rate criteria and graduated. Within the Court School's population of graduates, 100% of students with disabilities (SWDs), 98% of students who are socioeconomically disadvantaged, 100% of English Learners and 97.4% of students who are Hispanic, graduated.

Professional Development, Instruction and Standards Based Curriculum

Teachers, site principals, central office administrators, and support staff participated in the professional development scheduling process, leading to an assortment of professional growth opportunities during the year. RCOE Alternative Education uses the California Standards Self-Reflection Tool to measure its progress in implementing state academic standards. Teachers, instructional assistants, principals, and administrators responded to the surveys. One highlight of this survey is that participants responded that the LEA provides instructional materials that are aligned with the recently adopted academic standards and/or curriculum frameworks in all classrooms where the subject is taught. This was exceptionally highly rated in the area of ELA with 4.75/5 and Math 4.45/5. This is viewed even more so as a highlight given the amount of time and training this year there has been to highlight ELA and math curriculum available to staff along with coaching to support implementation. It was also identified that the RCOE Alternative Education program successfully identifies the needs of groups of teachers or staff as a whole and identify learning needs of individual teachers (rated 4.20/5).

During the 2023 Summer Institute of Learning Knowledge, the focus was on supporting literacy through a lens of inclusivity and equity. All teachers and principals/administrators attended a week-long Summer Institute of Learning and Knowledge (SILK) in August 2022, Professional Learning Community (PLC) workshops every Wednesday (33 teachers,17 instructional assistants, 22 principals/administrators), and off-campus workshops for individual needs throughout the year. The SILK training in August 2022 included training on adopted curriculum platforms by vendors including Edmentum, FEV Tutoring, A Tree of Knowledge, and Language Tree. Guest presenters also included Miles McPherson from The Third Option with a special presentation on Equity and Inclusion. Vicki Alterwitz with T4 Learning presented on the four components (teachers, training, tools, and time) to support staff with high consistency and engagement to help close the achievement gap.

Literacy was a focus for our 2022-2023 school year. Instructional leaders had focused training in supporting educational staff in the implementation and understanding of literacy strategies to address students with disabilities as well as ELs. This plan will focus on ways to increase comprehension in all subject matters with a focus on content area instruction. As noted in research, (Torgese, Houston, Rissman, 2007), content-area teachers will focus on students' growth in literacy by providing more effective instruction in the following six ways: 1. Comprehension strategies. Instruction and supporting practice that improves the use of effective reading strategies before, during, and after

reading. Comprehension strategies are behaviors students can consciously apply to improve their understanding and learning from text. 2. Discussion. Opportunities for deeper, more sustained discussion of content from text. Extended discussions of text will be facilitated by the teacher, or can occur as structured discussions among students in cooperative learning groups. 3. High standards. Setting and maintaining high standards for the level of text, conversation, questions, and vocabulary reflected in discussions and in reading and writing assignments. 4. Reading-writing connection. Strengthening the reading-writing connection to improve student opportunities to reflect on the meaning of text and receive feedback on their reflections. 5. Motivation and engagement. Creating more engaging and motivating classrooms, and interacting with students in a way that promotes internal motivation for reading. Students learn to process text more deeply when their reading is relevant to their lives and they are pursuing meaningful learning goals in an atmosphere that supports their initiative and personal choice. 6. Content learning. Teaching content knowledge to ensure learning of the most essential concepts by all students, even those who struggle to read the textbook. Teachers will use instructional methods, such as graphic organizers or concept comparison routines, that deepen understanding and show students better ways of learning new content on their own.

Furthermore, RCOE AE also choose to expand the area of literacy and align with the Superintendent's initiative of financial literacy. Financial literacy is an important aspect of literacy that is increasingly essential for students' success in the modern world. A study by the National Endowment for Financial Education found that students who received financial education in high school were more likely to save money, pay off credit card balances, and invest in stocks and bonds as adults. Furthermore, students who received financial education reported feeling more confident in their ability to manage their finances and make informed financial decisions. Classes in financial literacy were added to the school prospectus as well as contracted services were put in place to help educate students on healthy financial habits. A curriculum was presented that focused on the following:

Objectives:

 Help reduce the number of young people afflicted by excessive debt

 Earn to Save

 Identify an asset and a liability

 Understand the benefits and risks of credit

 Educate a demographic of students struggling to understand monetary independence

 Build confidence in managing personal and business money

 Influence of purchasing

Benefits

Students gain competencies for immediate real-world use:

Communication and Collaboration

Decision-making and Problem-solving

Creative thinking and Critical reasoning

Self-awareness and Empathy

Assertiveness and Self-control

Diversity & Cultural Ownership

In preparation for the upcoming school year, a comprehensive series of presentations and training sessions were organized, as part of the PLC schedule, to equip teachers, instructional assistants (IAs), and administrators with the essential skills and tools to effectively support and teach students from diverse backgrounds. These sessions were designed with a focus on promoting high standards of engagement, highlighting the critical importance of fostering an inclusive, equitable, and supportive learning environment that is conducive to the academic, emotional, and social growth of all students.

Monthly topics included a review of student academic, behavior, and attendance data/MTSS; review of course credit policy, learning platforms, prevention of commercial sexual exploitation of children, lesson writing and development, culturally and linguistically responsive teaching and learning, social emotional learning, financial literacy, ELA and Math lesson planning and strategies for engagement, Panorama screening and tool kit training, and administration of the ELPAC and Smarter Balanced Summative Assessments. One of the primary focuses was to increase students' literacy skills, with particular emphasis on CLOSE reading, which has been demonstrated to enhance comprehension and critical thinking. Teachers were with innovative strategies to incorporate this approach in their teaching practices, which has resulted in better academic outcomes for students.

This year's PLC also included focus on the WASC process as both the Court and Community School programs will be going through the WASC accreditation process next year. The WASC process is crucial because it provides expertise, ownership, collaboration, and continuous improvement. Staff members have a deep understanding of the school's day-to-day operations, and their expertise can help ensure that the WASC process accurately reflects the school's strengths and challenges. Additionally, staff members who participated in the process have a sense of ownership, feeling invested in the outcome and more likely to support the school's efforts to improve. The WASC process provides staff members with an opportunity to share knowledge and expertise, leading to better relationships and a stronger sense of community within the school. Staff members were tasked with the analysis of data, demographics, scores, and impact on programming to identifying areas where the school can improve. Staff members analyzed the data and identify areas where the school is excelling or struggling, which helps inform decisions about future programming and resource allocation. For instance, staff members indicated concern

over the number of students who are EL and are not making adequate progress on local and state assessments. All PLCs and workshops were held online through Zoom. Staff reported that the use of Zoom for weekly PLCs is appreciated as it reduces travel time and costs.

Based on staff input from the previous year's planning committee, in classroom coaching support was provided. Alternative Education focused on literacy as a whole and designed many of the trainings and supports to use this as the target focus. **T4 Learning** provided training to the principals, teachers, instructional assistants and Administrator of Instruction, Innovation, and Instruction in Close Reading of Informational Text. Close Reading was implemented in the Community/ Court Schools. The focus of the implementation of Close Reading strategies was to have the students reading a text multiple times with a specific focus each time. The first read includes underlining repeated words, making connections with the repeated words, discussing them with the group and writing the central idea of the text. The second reading focuses on finding the meaning of unknown words in collaboration with peers, defining the words, annotating, and using technology to support vocabulary development. The third read consists of responding to a question or claim by restating the question or claim, investigating the text and highlighting pieces of evidence, citing the strongest evidence, and explaining how the evidence supports the response using academic language. This implementation included a coaching model including debriefs and follow-up support for principals, teachers, and instructional assistants. Local Common Assessments in Exact Path show growth in the area of Reading and Language Arts for the sites that have fully implemented Close Reading in their weekly lesson plans. Collaborative Instructional reviews showed high levels of engagement when Close Reading lessons were observed. Teachers, IAs, and Administrators appreciated the in-classroom coaching sessions that occurred across the county This implementation included a coaching model including debriefs and follow-up support for principals, teachers, and instructional assistants.

- 17 Demonstration lessons were provided

- 16 Co-Teaching lessons

- 11 Teachers trained

Collaborative Instructional Reviews occurred quarterly at all the RLCs and Court Schools with specific feedback to principals and follow-up support with principal coaching. The focus of each instructional review is to observe the quality of: instructional methodologies, alignment of grade level standards, lesson delivery, instructional groupings, UDL strategies, differentiation, engagement strategies, classroom management, social emotional learning strategies, and use of technology. 33 CIR's completed thus far (1 scheduled per quarter per site in Community and Court School). Immediate Feedback provided to principal and site staff. Opportunities for reflection amongst instructional leaders and their staff. Collaborative Review forms reflect there has been growth in the area of implementation of UDL and Close Reading. There is evidence of a positive culture and welcoming environment across all campuses in Court and Community School. For the 2023-2024 we will continue to work on the areas of focus with specific supports implemented immediately after the Collaborative Instructional Reviews are completed. These areas of focus include (lesson plans reflecting grade standards and assignments that are grade level

appropriate and student collaboration) The findings of the Collaborative Instructional Reviews guide the instructional focus for professional development, PLC's, and MTSS. The results of the CIR's contributed to the creation of a Curriculum Task Force.

This year there was a focus on developing Biology Units of study in Canvas based on NGSS Standards. Over 100 turnkey lessons in Biology were developed in the Canvas learning management system and are based on the 3-Dimensional Learning model of the Next Generation Science Standards (NGSS). They include virtual labs, as well as student-led experiments, to meet A-G graduation requirements. These lessons were created with the understanding of the following: "The teacher's role is to provide students with the materials (DCIs) [Disciplinary Core Ideas], the tools and how to use them (SEPs) [Science and Engineering Practices], and the vision of interconnectedness (CCCs) [Crosscutting Concepts], " (CA Science Framework p. 6). Students are able to work through the components of a lesson while thinking like scientists and making connections between disciplines. The lessons build upon each other and give students the opportunity to think critically about scientific concepts. Teachers are able to play the lessons, engage students in deep conversations as partners and/or as a whole class, and guide students to deeper understandings of the components of biology.

Engagement Meetings

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 childcare and their work schedules. Two sessions of the Parent Institute for Quality Education (PIQE) program were offered to parents with students enrolled in the Community School program. A total of 48 parents participated in the first session which was offered in the evening, via Zoom, and included a total of nine one-hour sessions held on 9/21/22, 9/29/22, 10/6/22, 10/13/22, 10/20/22,10/27/22, 11/2/22 and 11/9/22. A total of 25 parents participated in the second session, held in the evening, via Zoom, and included a total of eight classes held on 1/18/23, 1/25/23, 2/1/23, 2/8/23, 2/15/23, 2/22/23, 3/1/23, 3/8/23, and 3/15/23.

Two sessions of the PIQE program were offered to parents with students enrolled in the Court School program. A total of 10 parents participated in the first session, which was offered in the evening, via Zoom, and included a total of eight one-hour sessions held on 9/13/22, 9/20/22, 9/27/22, 10/4/22, 10/11/22, 10/18/11, 10/25/22, and 11/1/22. The second session included a total of 24 parents and included a total of nine classes held in the evening, via Zoom, on 1/12/23, 1/19/23, 1/26/23, 2/2/23, 2/9/23, 2/16/23, 2/23/23, 3/2/23, and 3/9/23.

Parents within the PIQE program were asked to complete a survey before and after completing the program. All respondents reported belonging to a minority group, with 94% identifying as Latina/o/x and 6% African American. 50% of program participants reported their education level being middle school or below and 50% reported an annual household income below $39,000. 67% of families report that their

students are identified as English Language Learners. Prior to the course, 50% of parents reported that they rarely discussed the importance of academic readiness for high education. Post-survey results indicated that 92% frequently discuss academic readiness.

The impact of this program is best emphasized by a quote from one of the parent graduation speeches, "I joined PIQE in 2022, and was very educated on very important areas in life of alternative ways of handling various situations that arise during interactions with our children and family at large, I found this quite unique compared to my lifelong hardliner stance of either my way or the highway culminating in a lot of changes to myself as well as visibly behavioral changes on other family members. We as family learnt to speak with each other and not **at** each other, we fully embraced empathy, encouragement, confidence, tolerance, and the values of hard work attributes that we previously took for granted. Within our family we once again could relate and able to discuss openly and freely any topic any member wanted to bring forth using the various relationship technics learnt at PIQE which I later after class taught members of my family."

College Success workshops for parents and students were held virtually and in-person on 9/29/22, 10/18/22, 1/31/23. 3/2/23. Virtual sessions included attendance by parents and the sessions were joined by individual students and students in their classrooms with their teachers and peers. Topics have included focusing on how educational institutions can facilitate success for young boys and men of color, particularly those who have had interactions with the child welfare and justice system. Speakers have also focused on the school to prison pipeline and finding solutions to combat school discipline issues, particularly those borne from, or influenced by zero tolerance. Sharing research on positive, and constructive, ways to relay information between schools and students and their families and focusing on culturally relevant educational models as foundational frameworks towards creating educational equity

Broad Course of Study
All students have access to a broad course of study, maintained at 100%. In 2021-2022 students in RCOE Community Schools, 100 percent of students were enrolled in a course that met the UC A-G requirements. 57.8 percent of all courses scheduled were UC A-G courses. Overall rate of passage of UC A-G courses was 77.2 percent.
77.1 percent of A-G courses taken by Hispanic students received passing marks.
74.8 percent of A-G courses taken by African American students received passing marks.
81.3 percent of A-G courses taken by White students received passing marks.

In 2021-2022, students in RCOE Court Schools, 100 percent of students were enrolled in a course that met the UC A-G requirements.
74.0 percent of all courses scheduled were UC A-G courses. Overall rate of passage of UC A-G courses was 91.7 percent.
91.5 percent of A-G courses taken by Hispanic students received passing marks.
92.6 percent of A-G courses taken by African American students received passing marks.
93.2 percent of A-G courses taken by White students received passing marks.

In the first semester of the 2022-2023 school year, 100 percent of Riverside County Community School students were enrolled in a course that will satisfy an entrance requirement for the University of California. 92.8 percent of students enrolled in a course received credit in a course that will satisfy an entrance requirement.

In the first semester of the 2022-2023 school year, 100 percent of Riverside County Juvenile Court students were enrolled in a course that will satisfy an entrance requirement for the University of California. 98.1 percent of students enrolled in a course received credit in a course that will satisfy an entrance requirement.

In the first semester of 2022-2023:
In Riverside County Community School, 100 percent of students were enrolled in a course that met the UC A-G requirements.
52.9 percent of all courses scheduled were UC A-G courses.
Overall rate of passage of UC A-G courses was 80.3 percent.
79.4 percent of A-G courses taken by Hispanic students received passing marks.
82.2 percent of A-G courses taken by African American students received passing marks.
78.3 percent of A-G courses taken by White students received passing marks.

In Riverside County Juvenile Court, 100 percent of students were enrolled in a course that met the UC A-G requirements.
71.5 percent of all courses scheduled were UC A-G courses.
Overall rate of passage of UC A-G courses was 94.4 percent.
94.6 percent of A-G courses taken by Hispanic students received passing marks.
94.3 percent of A-G courses taken by African American students received passing marks.

In the 2021-2022 school year:
In Riverside County Community School, 100 percent of students were enrolled in a course that met the UC A-G requirements.
57.8 percent of all courses scheduled were UC A-G courses.
Overall rate of passage of UC A-G courses was 77.2 percent.
77.1 percent of A-G courses taken by Hispanic students received passing marks.
74.8 percent of A-G courses taken by African American students received passing marks.
81.3 percent of A-G courses taken by White students received passing marks.

In Riverside County Juvenile Court, 100 percent of students were enrolled in a course that met the UC A-G requirements.
74.0 percent of all courses scheduled were UC A-G courses.
Overall rate of passage of UC A-G courses was 91.7 percent.
91.5 percent of A-G courses taken by Hispanic students received passing marks.
92.6 percent of A-G courses taken by African American students received passing marks.
93.2 percent of A-G courses taken by White students received passing marks

College and CTE Programming

Over the past three years, under the Counselor's leadership, the program has witnessed a remarkable 90% increase in enrollment and completion rates. Additionally, participating students' self-efficacy has significantly improved, leading to higher college enrollment rates after completing the dual enrollment program. Impressively, 77% of court school students who completed the dual enrollment program subsequently enrolled in college courses. Success of this program is evidenced by the increase in students enrolling in each of the classes. This year, the focus of UCR courses has been Macroeconomics, US History A & B, and Cybersecurity Pathway.

14 students awarded: UCRx Computer Technician Professional Certificates Spring 2022

9 students awarded UCRx Spring 2022 History Completer

11 students awarded UCRx Cybersecurity Professional Certificates Fall 2022

6 students awarded UCRx Spring 2022 Macroeconomics Completer

4 students awarded Fall 2022 UCRx Macroeconomics Participants

A total of 65 students were recognized at the Dual Enrollment Ceremony held on 12/14/2022 held on the UCR extension campus.

Mental Health and SEL

Mental health continued to be an area of focus and targeted support. On the Spring Panorama Screener the following success was noted:

Alt Ed 12th grade students had positive behavioral change on all 6 SEL topics.

DLRLC and Southwest 12th grade students had positive behavioral change on all 6 SEL topics.

BGRLC 10th grade students had positive behavioral change on all 5 of 6 SEL topics.

ARLC 9th grade students had positive behavioral change on all 6 SEL topics.

VVRLC 8th grade students had positive behavioral change on all 6 SEL topics.

AMC YTEC and VVRLC students in special education had positive behavioral change on 5 of 6 SEL topics.

VVRLC students who are language learners had positive behavioral change on 5 of 6 SEL topics.

22 classroom presentations on SEL that include topics like: self-management, emotion regulation, social awareness, and self-efficacy.

Collaboration with WE School for SEL support and professional development.

Mental health has remained a steadfast focus for this year, resulting in multiple grants to continue to fund full mental/SEL programs at all of our campus for the next 5 years. This in combination with services being provided through social work interns, telehealth providers, support through the CAREspaces, counseling from the Wylie Center, and training on the Panorama toolkit, RCOE AE has worked tirelessly to provide as much support as possible to students.

On the California Healthy Kids Survey (CHKS), 64% of students in court school and 62% of students in court school report satisfaction with their school experience. In the area of safety, 92% of student in court and 94% in community school indicated a feeling of perceived safety or neutrality on the issue.

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.

Returning to in person instruction post pandemic was extremely challenging for students. During the 2021-2022 school year 57.5% of the Community School student population received a D or F mark in one or more classes. Thought this was a slight decrease from the previous year (59.9%) it is still significant. Students within the Court School saw a smaller population who received a D or F in at least one subject at only 47.4% of the total enrollment. This is a significant increase from last year's rates of only 2.4%. The significant change may be due in part to COVID policies, Assembly Bill 104 (AB 104). AB 104 was pertaining to grading requirements for high school students during the 2020-2021 academic year. The Riverside County Office of Education (RCOE) was required to grant a request from the parent/guardian/education rights holder of a student who was enrolled in high school during the 2020-2021 academic year (or the student, if 18 years of age or older) to have a letter grade earned for any course, as reflected on the student's transcript, changed to a Pass or No Pass grade.

Nevertheless, across our Alternative Education program, 53.1% of Hispanic students, 53.3% African American students, and 43.9% White students received a D or F. Across all student subgroups, academic success was a concern in at least one or more subjects. English Learners showed the greatest area of need/concern, with 57.3% receiving a D or F grade, followed by students with disabilities with, 52.2% receiving a D or F grade.

As part of the collaborative Instructional reviews, a team of principals and instructional leaders periodically assess the student learning to ensure growth in common core instruction and determine areas of need for professional development planning and organizational system supports. After each walkthrough, the team reflects on best practices and next steps to coach for improved instruction. These reviews indicated many successes but also areas of need. These areas of growth include well-developed lesson plans reflecting grade standards and assignments that are grade level appropriate and student collaboration. The findings of the Collaborative Instructional Reviews guide the instructional focus for professional development, PLC's, and MTSS. The results of the CIR's contributed to the creation of a Curriculum Task Force. The need for focused standard-aligned instruction is one of the contributing factors that is leading RCOE AE to focus on the GLEAM (Grade-Level, Engaging, Affirming, and Meaningful) lessons and the process of aligning curriculum to focus on standards instruction.
It was noted across multiple sites that there is evidence of a positive environment with clear procedures and expectations. This focus will help to address students who are not meeting standards or performing at grade level, such as SWDs, EL, Foster Youth, and those who have experienced chronic absenteeism.

Teachers, site principals, central office administrators, and support staff participated in the professional development scheduling process, leading to an assortment of professional growth opportunities during the year. RCOE Alternative Education uses the California Standards Self-Reflection Tool to measure its progress in implementing state academic standards. Teachers, instructional assistants, principals, and administrators responded to the surveys. One identified area of need would be in the implementation of visual and performing arts curriculum (rated 3.33/5). This will be an area of focus for the upcoming year, with a curriculum adoption committee being formed. Overall, staff indicated a need to further focus on full implementation of academic standards (3.72/5). This supports the focus on GLEAM lessons.

During the 2021-2022 School Year CALPADS and TOMS (the reporting systems used for data reporting on CAASPP and ELPAC) went offline and were plagued by problems that lasted months. CALPADS was off for a three week period during our testing window. When the system returned, the TOMS feed was not working, and special education data was not reliable. This led to participation rate penalties on assessment related indicators despite the fact that we were unable to test many students. For RCOE AE 57% of students during this period had IEPs and 71% of Els also have IEPs. The higher rate of students with disabilities and the automatically assigned low designations for participation impacted the English Learner Progress (ELPI) more than other academic indicators.
During the 2021-2022 school year students across all of Riverside County Office of Education Alternative Education programs experienced significant concerns on state assessments. On the ELA CAASPP Community School Hispanic students scored 242.9 points below the standard and socioeconomically disadvantaged students scored 227.7 points below the s standard.

Students fall below the state average in the areas of ELA and Math. For 7th,8th, and 11th grade Community School students those who exceeded the standards in ELA were 0%, 2.44% met standards, 12.20% nearly met, and 85.37% did not meet the standard. For 7th,8th, and 11th grade Community School students those who exceeded the standards in Math were 0%, 0% met standards, 5.65% nearly met, and 94.35% did not meet the standard. For 8th and 11th grade Court School students those who exceeded the standards in ELA were 0%, 0% met standards,

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10.71% nearly met, and 89.29% did not meet the standard. For 8th and 11th grade Court School students those who exceeded the standards in Math were 0%, 0% met standards, 1.82% nearly met, and 98.18% did not meet the standard.

When compared to peers, English Learners scored lower in both the ELA and Math CAASP. On the ELA CAASP in Community School, 0% of EL students were above standards, 0% met standards, 10.71% nearly met, and 89.29% did not meet the standard. In Community School, on the ELA CAASPP, 0% of EL students were above standards, 0% met standards, 5.71% nearly met, and 94.29% did not meet the standard.

Student English Language Acquisition Results
The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level are as follows: 25% decreased as least one ELPI Level, 35.4% maintained ELPI levels, and 39.6% progresses at least one ELPI level.

The aforementioned scores reinforce the need for continued focus on literacy and identifying the most critical prerequisite standards and skills. By looking closely at the standards and topics covered in each subject area and grade level, we can support students learning content efficiently. This process will be done collaboratively with district-level curriculum teams to ensure consistency and inclusivity across all sites. Literacy skills, including reading, writing, and financial literacy, are essential for high school students' success. Students who possess strong literacy skills are better equipped to understand complex texts, communicate their thoughts effectively, and make informed decisions in their personal and professional lives. Research has consistently demonstrated that students who are proficient in literacy skills are more likely to graduate high school, enroll in college or other post-secondary educational programs, and achieve success in their careers.

Research has also highlighted the critical role that literacy skills play in students' academic success. According to a report by the National Assessment of Educational Progress (NAEP), students who are proficient in reading are more likely to perform well in other subjects such as math, science, and social studies. In addition, students who are proficient in writing are better equipped to organize and articulate their thoughts, leading to improved performance on written assignments and exams. There is ample research to support the idea that strong literacy skills have a lasting impact on college and career success.. By focusing on literacy education and targeted interventions, schools can help ensure that their students are prepared for college and career opportunities. To further support this emphasis, the district plans to implement a new assessment tool (NWEA) in the upcoming year, with a focus on CAASPP-related questions, to better measure student literacy progress and identify areas for improvement. Additionally, a new intervention platform will be introduced to provide more targeted and effective support for students who need it most, with the ultimate goal of increasing literacy and improving state CAASPP test scores.

This year's focus on literacy was a crucial step toward ensuring that students receive the necessary support and resources to develop strong literacy skills. By continuing to prioritize literacy education in the upcoming year, the district can ensure that students are equipped with the tools they need to succeed in high school and beyond. This will be done through continued implementation ot the CLOSE Reading strategies in all of

our classrooms as well as work on curriculum to specifically develop lessons that support our students and the barriers they bring to the program.

In addition to promoting literacy and equity, training and support has also highlighted the importance of supporting students' mental health. Teachers and instructional staff have been given the tools and strategies to recognize signs of distress, promote positive mental health, and connect students with necessary resources and support. The district also offered individual support through counselors and social work interns, as well as partnering with community mental health agencies to increase access to mental health providers. Social work interns saw 429 students for case management, crisis sessions, individualized or group counseling. Through the Care Solace Portal there was a total of 1271 communications related to social and mental health services. The focus of these services were for depression and anxiety as well as trauma. Additionally, staff have been trained to create inclusive classrooms that meet the unique needs of students with special needs, ensuring that all students are supported and given the best opportunity for academic success. These data points indicate a clear focus going forward that there is a increase to mental health services on site. This will be addressed by the addition of full time certified behavioral health therapists.

We will also be focusing on the mindset and planning required for implementing grade-level, engaging, affirming, and meaningful (GLEAM™) instruction. This will begin with a two day summit the end of July beginning of August. During the two-day experience, participants will explore the impacts of racist and biased instructional practices and materials for students of color. Participants will identify specific mindsets and practices that embody GLEAM instruction for the chosen pathway. Throughout the sessions, participants will reflect on and commit to specific action steps aligned with GLEAM instruction in their chosen pathway. Participants will learn four powerful practices for access and differentiation: prioritizing grade-level activities, scaffolding for diverse groups, orchestrating productive struggle, and using student funds of knowledge. This focus on GLEAM instruction will continue throughout the school year with the administration team becoming part of a cohort who will receive coaching and training to support this process on their individual sites.

Throughout this process, the RCOE Alternative Education program has centered on promoting equity and inclusion in the classroom, emphasizing the importance of cultural responsiveness and recognizing and addressing implicit biases. This has involved encouraging educators to create opportunities for students to express their unique perspectives and experiences and incorporating diverse perspectives into lesson planning. This has led to a more welcoming and inclusive learning environment that celebrates diversity and promotes a sense of community among students. Students have positively reported (56%) through the Panorama screener that there has been a focus on considering the perspectives of others and learning to empathize with them. However, there was a slight decrease (50% to 47%) of students believing that they can succeed in achieving academic outcomes. According to the CHKS, 0nly 44% of students in court school and 60% in community school felt connected to their school.

There is a strong relationship between productive struggle and student belief in their ability to achieve academic outcomes. When students engage in productive struggle, they are more likely to develop a growth mindset and believe in their capability to succeed academically.

Productive struggle involves grappling with challenging concepts, persisting through difficulties, and ultimately gaining a deeper understanding of the material. By engaging in this process (as part of our GLEAM focus for 2022-2024), students build resilience, confidence, and a sense of accomplishment, which can lead to a more positive outlook on their academic abilities.

During the fall of 2022, a total of 20, 10th grade; 39, 11th grade and six 12th grade court and community school students completed the PSAT with a mean average reading and math score of 734 (up from 711 in 2021) for 10th grade students and a mean average reading and math score of 733 (up from 683) for 11th grade students. Student scores above 1000 are considered to be "average". A total of 10% (up from 9%) of 10th grade students met the ELA benchmark and a total of 5% (up from 0%) 11th grade met the benchmark on the PSAT.

LCAP Highlights

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

College and Career

Alternative Education students are presented with a unique and exceptional opportunity to take college-level courses concurrently with their high school studies and receive credit for both. This is the essence of the dual enrollment program. Participating students earn credits towards their high school diploma and college degree simultaneously, without incurring any associated fees. As the Dual Enrollment Facilitator, the School Counselor plays a critical role in overseeing the program's success. Her duties involve recruiting and registering students, coordinating program orientation, preparing instructors, monitoring student progress, providing academic and technical support, organizing study groups, and conducting monthly meetings with UCR support staff to troubleshoot and resolve any challenges.

Over the past three years, under the Counselor's leadership, the program has witnessed a remarkable 90% increase in enrollment and completion rates. Additionally, participating students' self-efficacy has significantly improved, leading to higher college enrollment rates after completing the dual enrollment program. Impressively, 77% of court school students who completed the dual enrollment program subsequently enrolled in college courses.

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subsequently enrolled in college courses. Success of this program is evidenced by the increase in students enrolling in each of the classes. This year, the focus of UCR courses has been Macroeconomics, US History A & B, and Cybersecurity Pathway.

14 students awarded: UCRx Computer Technician Professional Certificates Spring 2022

9 students awarded UCRx Spring 2022 History Completer

11 students awarded UCRx Cybersecurity Professional Certificates Fall 2022

6 students awarded UCRx Spring 2022 Macroeconomics Completer

4 students awarded Fall 2022 UCRx Macroeconomics Participants

A total of 65 students were recognized at the Dual Enrollment Ceremony held on 12/14/2022 held on the UCR extension campus.

Four CTE pathways were implemented in the Community School. Career pathways include Design, Visual, and Media Arts; Food Service and Hospitality; Hospitality, Tourism, and Recreation; and Product Innovation and Design all supported through membership in Skills USA. The Community School offers over 50 CTE courses for students to choose from based on their interests. The RCOE Alternative Education program continues to expand CTE and dual enrollment course offerings based on student interest and current job market trends.

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 a Workforce Readiness Certificate program using ACT WorkKeys assessment, WorkAbility for students with disabilities, and job training and placement services by the Department of Rehabilitation (DOR) for students ages 16-21 with an IEP or 504 plan.

Enrollment

Enrollment rates significantly increased from the previous year although still below pre pandemic numbers. Community Schools reported a total of 105 enrolled on the first day of school for 2022-2023 school year compared to 14 students during the 2021-2022 school year. 84.8% of students are considered socioeconomically disadvantaged, 27.6% English learners, and 5.7% foster youth.

Enrollment rates decreased slightly from the previous year in Court Schools although still below pre pandemic numbers. Court Schools reported a total of 88 enrolled on the first day of school for 2022-2023 school year compared to 93 students during the 2021-2022 school year. 100% of students are considered socioeconomically disadvantaged, 26.1% English learners, and 8% foster youth.

DASS Rates

The Riverside County Office of Education (RCOE) Court School program reflects an extremely high graduation rate based on the DASS dashboard for Court School programs with 94.7%. This reflects the number of students who met the DASS graduation rate criteria and graduated. Out of this population, 93.75% students who are socioeconomically graduated.

The Riverside County Office of Education (RCOE) Community School program reflects one of the highest graduation rate based on the DASS dashboard for Community School programs with 98%. This reflects the number of students who met the DASS graduation rate criteria and graduated. Out of this population, 100% of students are those with disabilities (SWDs), 98% of students who are socioeconomically disadvantaged, 100% of English Learners (EL), and 97.4% of students who are Hispanic graduated

MTSS

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, literacy and social-emotional learning.

Programs and services to connect students to school in positive and safe learning environments include the opening of CARESpaces at each of the Community Schools; 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 Institute for Quality Education (PIQE).

Literacy Focus

Literacy was a focus on all sites this year with specific focus being on exposure to different forms of literacy (reading and writing) as well as engaging in teaching strategies that are developed to support literacy. One way that this has been developed has been through the implementation of Close Reading at all settings. Close Reading is a highly effective reading strategy that involves a systematic approach to reading texts closely and attentively to comprehend the details and meaning of the text. Multiple studies have demonstrated that Close Reading interventions can significantly positively impact reading comprehension, critical thinking, and analytical skills, which are essential for success in high school and beyond.

Research has shown that Close Reading strategies are effective for students of all backgrounds, including those from low socio-economic backgrounds, students with disabilities, English learners, foster youth, and At-Promise students. A study by Duffelmeyer and Baumgartner (2014) found that Close Reading interventions positively affected the reading comprehension, vocabulary acquisition, and overall literacy skills of high school students with disabilities. Similarly, Kim's (2015) and Hwang's (2015) study found that Close Reading interventions improved the critical thinking skills, reading comprehension, and vocabulary skills of high school students who were English learners.

Furthermore, Close Reading interventions have been shown to improve the reading comprehension skills of low-income students and At-Promise students. Duke and Pearson (2002) demonstrated that Close Reading interventions improved the reading comprehension skills of low-income high school students, helping them to better understand the text, make connections between the text and their own lives, and think critically about the text. Similarly, Johnson and Caldwell's (2015) study found that Close Reading interventions improved the reading comprehension skills of At-Risk high school students. Additionally, Zascavage, Leko, and Woods (2017) found that Close Reading interventions improved the reading comprehension skills of high school students in foster care. Close Reading interventions empower students to become confident and competent readers who are prepared for academic and professional success.

T4 Learning Consulting provided training to the principals, teachers, instructional assistants and Administrator of Instruction, Innovation, and Instruction in Close Reading of Informational Text. Close Reading was implemented at the following Community Schools and Court Schools: BGRLC, VVRLC, DFKRLC, ARLC, SWJDC, LF Smith and AMCYTech. The focus of the implementation of Close Reading strategies was to have the students reading a text multiple times with a specific focus each time. The first read includes underlining repeated words, making connections with the repeated words, discussing them with the group and writing the central idea of the text. The second reading focuses on finding the meaning of unknown words in collaboration with peers, defining the words, annotating, and using technology to support vocabulary development. The third read consists of responding to a question or claim by restating the question or claim, investigating the text and highlighting pieces of evidence, citing the strongest evidence, and explaining how the evidence supports the response using academic language. The implementation of Close Reading strategies happened via demonstrations presented by the T4 Learning consultant and the Administrator of Instruction, Innovation,and Improvement in the classroom. This implementation included a coaching model including debriefs and follow-up support for principals, teachers, and instructional assistants.

- 17 Demonstration lessons were provided

- 16 Co-Teaching lessons

- 11 Teachers trained

Local Common Assessments in Exact Path show growth in the area of Reading and Language Arts for the sites that have fully implemented Close Reading in their weekly lesson plans. Collaborative Instructional reviews showed high levels of engagement when Close Reading

lessons were observed. This will be an area of continued focus for the 2023-2024 school year with all sites fully implementing Close Reading Lessons within their weekly planning.

This Spring there has been a concentrated effort by the Curriculum Task Force to realign curriculum to essential standards.This task force is made up of teachers, administrators, and other support providers. Realigning instruction and curriculum to essential standards is an important task for the Curriculum Task Force because it helps to focus instruction on key concepts, promote consistency and coherence, align with assessments, and address learning loss. As a result of the COVID-19 pandemic, many students have experienced learning loss and missed out on critical instruction. Realigning instruction and curriculum to essential standards can help to address these gaps in learning by prioritizing the most important concepts and skills, and providing targeted instruction to help students catch up. Also, by focusing onthese essential standards, teachers can ensure that their instruction is relevant, targeted, and effective, helping students to develop a deep understanding of the content and achieve academic success.

AVID

The Advancement Via Individual Determination (AVID) program is continuing with a focus on students in grades 7-9. RCOE AE received full certification status "Full AVID certification" in California refers to the successful implementation of the Advancement Via Individual Determination (AVID) program across all grade levels and subject areas in a school. AVID is a college readiness program designed to bridge the achievement gap by providing support and resources to students from underrepresented backgrounds in higher education.

To attain full AVID certification, a school must meet several requirements. Firstly, AVID strategies, such as note-taking, organization, and collaboration, must be implemented in all classes, not just AVID elective courses. Secondly, AVID elective classes must be offered at each grade level to students who meet specific criteria, such as being first-generation college-bound or coming from families with low income. Thirdly, AVID-trained tutors must be available to provide academic support to AVID students during class time and after school. Finally, teachers, administrators, and counselors must participate in AVID training and professional development to ensure they are equipped to implement AVID strategies effectively. Overall, this AVID certification indicates that a RCOE AE has made a commitment to improving college readiness and access for all students, particularly those from underserved communities.

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

Riverside County Community School and Riverside County Juvenile Court School were identified as being eligible for comprehensive support and improvement for graduation status

Support for Identified Schools

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

Four-year graduation status rates for community schools are 34.5%, and for court schools are 58.8%.

Within the court schools, four-year graduation rates are lowest for foster youth (67.6%), Hispanic (66.7%), socioeconomically disadvantaged (58.8%), and students with disabilities (67.6%). Within the community schools, four-year graduation rates are lowest for Hispanic (28.6%) and socioeconomically disadvantaged (34.5%) students.

While the federal government uses the four year graduation rate as a measure of success, RCOE Alternative Education continues to internally monitor the one year graduation rate for both Community and Court School. The Court School stability rates are less than 1% and Community School at 6.5%. This is much lower compared to the state average of 81%. Community School overall DASS 1- year graduation rate was 94.7% for 2021-2022 and Court School was 98% for the 2021-2022 school year.

Community School DASS 1-year graduation rates for students who are socioeconomically disadvantaged are 93.8%. Hispanic data for the DASS 1-Year graduation rate is not available. Court School DASS 1-year graduation rates for students who are Hispanic 97.4%, socioeconomically disadvantaged (98%), and students with disabilities (100%). Foster youth data for the DASS 1-Year graduation rate is not available.

Staff will review and evaluate the local and state data through committees and leadership meetings. During the summer essential standards for ELA and Math will be identified. We will contract with UnboundEd to provide training for all teachers and a separate cohort of lead teachers who will share information in PLCs. By identifying GLEAM (Grade-Level, Engaging, Affirming, and Meaningful) lessons, teachers will focus on the essential standards for students to show mastery. This planning process focuses on four powerful practices for access and differentiation: Prioritizing grade-level activities, scaffolding for diverse learners, orchestrating productive struggle, and using student funds of knowledge. This begins in June and continues during 2023-2024. Teachers will be provided time to work on lesson development and coaching on delivering lessons. This will be done in class, after hours, and during non-duty time.

RCOE will introduce NWEA and MAPS assessments in reading, ELA & math. Achieve 3000 will be piloted as an intervention tool. This data will be used during MTSS meetings to identify those struggling & provide interventions to support success. NWEA/MAPS and Achieve 3000 support increasing graduation rates by providing teachers with data and tools to help students improve their literacy skills and make progress towards academic goals. By providing targeted interventions and individualized instruction plans, as well as access to high-quality reading materials and feedback and support, these programs can help to promote academic success and support students on the path to graduation. Resources will be used to support staff and administrators in attending pieces of training designed to support instruction.

Engagement partner reflection tools and data analysis serve to identify needs and construct goals in a way that is in alignment with the LCAP process. The Community School also utilized the California Department of Education revised School Plan for Student Achievement (SPSA) to meet the CSI requirements.

During the 2021-2022 school year, our Multi-Tiered System of Supports noted 189 Tier 2 and Tier 3 interventions. 37.6% if interventions conducted resulted in successful outcomes. 7.4% of interventions were noted as unsuccessful. 55.0% of interventions were inconclusive due to students transitioning out of our alternative programs prior to the course of the intervention completing.

RCOE supports the Community and Court School by coordinating and participating in Differentiated Assistance meetings with the tri-county consortium with the Orange County Department of Education and San Bernardino County Office of Education and internal engagement partners to review data, determine root causes for California Dashboard indicators and student groups, and identify effective and evidence-based programs and practices that address the areas of need. Furthermore, RCOE Alternative Education worked with CDE and the tri-county consortium to leverage the capacity, experience, expertise, resources, and strengths of each county office. Through a consortium support provider approach, Alternative Education focuses on identifying strengths and weaknesses relative to the state priority areas, reviews performance level data, and uses evidence based programs and practices to address areas of need. These meetings targeted and addressed chronic absenteeism, EL students, SWDs, and graduation rates. Each meeting focused on a review of current local and state data points the challenges, opportunities, and instructional engagement strategies. The consortium also focused on finding innovative ways to address areas of concern with a focused mindset. The consortium gives the ability to bring multiple organizations together with diverse backgrounds and skill sets to address a common issue. Members are able to achieve success, by maintaining laser-sharp focus on the problem at hand, without getting distracted by individual agendas or personal biases. Consortium members work together to identify solutions that are comprehensive, practical, and effective. These focused meetings provided opportunities to evaluate successful practices being used in County Offices with similar populations, challenges, and supports. Outcomes included shared resources and practices that allowed for greater student success.

Monitoring and Evaluating Effectiveness

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

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

The Alternative Education Leadership Team uses 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 are analyzed at the school level with the lists of students for each category in the Aeries dashboard. Central office administrators and school site principals identify specific students who need interventions for each dashboard area and deploy resources to the sites. The actions are implemented and monitored for effectiveness.

Our accountability system includes principal presentations on academic achievement once each month and attendance and behavior needs once each month. During the principal presentations, the members of the Leadership Team provide insight, suggestions, and strategies to support student learning, attendance, and behavior. Through collaborative instructional reviews (CIR) we will continue to monitor the effectiveness of instructional coaching that has provided within specific sites and classrooms. Data will be collected using local assessments, observation, rubrics, and state assessments. This process will be monitored and supported by all of the leadership team with specific guidance from the Administrator Instructional Innovation & Improvement.

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

MTSS data teams continue as a means to identify student needs at the classroom level. During MTSS collaborative meetings on Wednesday PLCs, teachers, classified staff, and principals review student data on attendance, behavior, grades, credits, and standardized test scores to determine classroom and school-wide interventions for students. These meetings are documented and monitored through our Aeries student data system. This year there was an added monitoring tool added to track specific mental health interventions and supports provided by site instructional staff as well as contracted support providers.

This data will be used during MTSS meetings to identify those struggling & provide interventions to support success. Resources will be used to support staff and administrators in attending pieces of training designed to support instruction.

Graduation rates

Within the court schools 4 year graduation rates are lowest for foster youth (67.6%), Hispanic (66.7%), socioeconomically disadvantaged (58.8%), and students with disabilities (67.6%). DASS 1-year graduation rates for students who are Hispanic 97.4%, socioeconomically disadvantaged (98%), and students with disabilities (100%). Foster youth data for the DASS 1-Year graduation rate is not available.

Within the community schools 4 year graduation rates are lowest for Hispanic (28.6%) and socioeconomically disadvantaged (34.5%) students. DASS 1-year graduation rates for students who are socioeconomically disadvantaged are 93.8%. Hispanic data for the DASS 1-Year graduation rate is not available.

Engagement reflection tools and data analysis serve to identify needs and construct goals in a way that is in alignment with the LCAP process. The Community School also utilized the California Department of Education's revised School Plan for Student Achievement (SPSA) to meet the CSI/ DA requirements.

NWEA will be used to help monitor progress as well. NWEA provides reports that allow teachers to monitor student progress and make data-informed decisions about instruction. These reports provide detailed information on individual student performance, as well as group and class-level data. Teachers can use this information to adjust their instruction and provide targeted interventions to students who are struggling.

NWEA also offers tools for monitoring progress at the school and district levels. These tools allow administrators to monitor student achievement and identify areas where additional support may be needed. This can help to ensure that resources are targeted to the areas where they are needed most, and that all students have the opportunity to succeed. In summary, NWEA supports monitoring by providing ongoing and real-time data on student performance in various subjects. The computer-adaptive assessments provide accurate and reliable data on student progress, which can be used to monitor individual and group-level performance. The reports and tools provided by NWEA allow teachers and administrators to make data-informed decisions about instruction and support, which can help to ensure that all students have the opportunity to succeed. This information will be integrated within our Aeries system.

Alternative Education uses a school dashboard from data reporting in Aeries to monitor DASS cohorts in the Community School. The Alternative Education Leadership Team monitors student cohorts each month, by student group, down to the individual student. Data are current from the student information system and were the driving element of improvement science and MTSS leadership. Student data dashboards enable administrators, principals, teachers, and instructional assistants to monitor attendance, academics, and behavior in real-time. MTSS collaborative groups of faculty and staff meet during Wednesday PLCs to analyze student data on attendance, academics, and behavior. MTSS

collaborative groups analyze student attendance, behavior, and evidence of student learning from assessments and target instruction based on needs and implement classroom interventions to address gaps in learning. The MTSS process includes a tiered level of interventions.

During the 2021-2022 school year, our Multi-Tiered System of Support noted 189 Tier 2 and Tier 3 interventions. 37.6% of interventions conducted resulted in successful outcomes. 7.4% of interventions were noted as unsuccessful. 55.0% of interventions were inconclusive due to students transitioning out of our alternative programs prior to the course of the intervention completing.

During the 2023-2023 school year, our Multi-Tiered System of Supports noted:

Community School:

993 Attendance Interventions

145 Transition Follow UP

475 Behavior Interventions

283 Academic Interventions

100 MTSS Specific Collaboration

83 Related Service Intervention

Court School:

705 Attendance Interventions

650 Transition Follow Ups

189 Behavior Interventions

94 Academic Interventions

82 MTSS Specific Collaborations

25 Related Service Interventions

RCOE supports the Community and Court School by coordinating and participating in Differentiated Assistance meetings with the tri-county consortium with the Orange County Department of Education and San Bernardino County Office of Education and internal Engagement partners to review data, determine root causes for California Dashboard indicators and student groups, and identify effective and evidence-based programs and practices that address the areas of need. Furthermore, RCOE Alternative Education worked with CDE and the tri-county consortium to leverage the capacity, experience, expertise, resources, and strengths of each county office. Through a consortium

support provider approach, Alternative Education focuses on identifying strengths and weaknesses relative to the state priority areas, reviews performance level data, and uses evidence based programs and practices to address areas of need. These meetings targeted and addressed chronic absenteeism, EL students, SWDs, and graduation rates. Each meeting focused on a review of current local and state data points the challenges, opportunities, and instructional engagement strategies. The consortium also focused on finding innovative ways to address areas of concern with a focused mindset. The consortium gives the ability to bring multiple organizations together with diverse backgrounds and skill sets to address a common issue. Members are able to achieve success, by maintaining laser-sharp focus on the problem at hand, without getting distracted by individual agendas or personal biases. Consortium members work together to identify solutions that are comprehensive, practical, and effective. These focused meetings provided opportunities to evaluate successful practices being used in County Offices with similar populations, challenges, and supports. Outcomes included shared resources and practices that allowed for greater student success.

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

Educational partner engagement is an ongoing process for Alternative Education every year. Meetings are held with our educational partners to gain input and feedback on our programs and services as a part of our continuous improvement process. Staff, parents/guardians, students, and community partners were involved in LCAP educational partner meetings during the 2023-2023 school year along with educational partner meetings both virtually and in person. Partners review student data and program outcomes along with the state priorities at each meeting and provide input. The feedback from partners is considered in relation to student data, the state priorities, and the unique needs of our students.

During the first semester of 2023, Local Control and Accountability Plan educational partner meetings were held with staff, parents/guardians, and students at the school sites across the county (October 10 at ARLC/AMC YTEC, November 8 at BGGRLC, December 13th DLLRLC/Southwest). From January 2023 to February 2023, LCAP partner meetings were held with staff, parents/guardians, and students at the school sites across the county (January 10th at DFKRLC/LF Smith, February 7, 2023 at Palm Springs, and March 7, 2023 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. Partners 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. Partners 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.

Partners 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 2023-2023 school year, the Community School-School Site Councils (SSCs) reviewed quantitative data and provided input on the LCAP at meetings on 11/15/22, 1/18/23, 2/21/23, 3/28/23 and 5/2/23. The Court School-School Site Councils (SSCs) reviewed quantitative data and provided input on the LCAP at meetings on 11/15/22, 1/18/23, 2/21/23, 3/28/23 and 5/2/23. 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 9/29/22, 11/29/22, 1/12/23, 2/14/23, 3/14/23, and 5/9/23

The Court School English Learner Advisory Committee reviewed quantitative data and provided input on the LCAP at meetings on 11/15/22, 1/18/23, 2/21/23, 3/28/23 and 5/2/23. 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 8/16/22, 12/6/22, 2/28/23, 3/21/23, and 5/16/23. The DELAC is made up of parents from the school ELACs. The Parent Advisory Committee (PAC) met to provide input on the LCAP 8/16/22, 12/6/22, 2/28/23, 3/21/23, and 5/16/23. The PAC met for final review and consult on May 16, 2023. The Parent Advisory Committee is made up of parents from the SSCs, ELACs, and DELACs.

In addition to the LCAP school site partner 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 6, October 25, November 29, February 14, and April 4-Zoom meetings) Program Services Quality Review Committee (8 teachers selected by RCOTA and 8 -central office administrators, principals, and coordinator).

The Staff Development Planning Committee (Teachers, Principals, and Administrators) met on February 22, 2023, to examine student data and teacher needs in order to prioritize staff development actions for 2023-2024. The team reviewed local and state data that can be found on the dashboard as well as local systems to determine where the biggest needs for support and services are.

During the quarterly meetings with Probation, input on programs for students in the Court School for the LCAP was discussed at inter-agency meetings (August 18, 2022, November 18, 2022, February 16, 2023, and May 18, 2023). During the quarterly Juvenile Justice Coordinating Council (JJCC) meetings, the needs of youth under the age of 12 who come into contact with law enforcement were discussed expansion of SB 823 along with the needs of youth who have experienced an adverse childhood experience (ACE). There were four JJCC meetings: 7/18/22, 11/14/22, 1/23/23, 2/20/23.

CTE teachers participated in the annual virtual regional advisories coordinated by the Career Technical Education unit held in October 2022. The regional advisories provided CTE teachers with an opportunity to engage with other teachers who taught in the same or similar career fields as well as having an opportunity to engage at least three (3) actual industry representatives for each sector or pathway. The Arts, Media and Entertainment sector's advisory was conducted on October 18, 2022 (other sectors not represented by CTE programming also who met on October 18, 2022 included (a) Health Science and Medical Technology, (b) Public Service – Fire Science, (c) Transportation (Automotive emphasis), and (d) Middle School Exploration). The remaining CTE teachers participated in the October 25, 2022 advisories, which included (e) Building and Construction Trades, (f) Hospitality, Tourism, and Recreation – Culinary, (g) Information and Communication Technologies, (h) Graphic Production Technologies as well as (i) Business and Finance, (j) Education, Child Development, and Family Services, (k) Engineering and Architecture, (l) Marketing Sales, and Services, and (m) Public Services – Law Enforcement. The Alternative Education CTE Education Advisory Committee includes the California Family Life Center (who is also a YouthBuild Grant partner), Anchos, Cryoquip, the Economic Development Agency (EDA), Riverside County Probation, Mount San Jacinto College, and the Riverside Community College District. During the course of the advisories industry representatives provided information regarding their observations of recent additions to the labor force, projected needs of the labor force, and suggestions for attenuating the K-12 CTE curriculum to help meet projected industry needs. Industry representatives also shared information regarding anticipated challenges and growth within their respective sectors.

School districts responded to emails, surveys, and provided input on the Expelled Student Plan during RCOE Child Welfare and Attendance Zoom meetings and through an online survey (October 27, 2022, November 17, 2022, January 26, 2023, February 23, 2023, March 23, 2023, April 27, 2023, and May 25, 2023).

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. The focus of conversations included how differentiated assistance has impacted the districts and what obstacles and opportunities have arisen from this process. Challenges, obstacles, learning strategies and innovative ideas related to special education was an area of focus for the consortium. Tri--county consortium meetings were held on September 1, 2022, December 1, 2022, and March 14, 2023 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 May 18, 2023. RCOTA appreciated the staff development focus areas on literacy and providing in class coaching. RCOTA appreciated the continued focus on school safety and having all security positions filled. RCOTA also applauded the county's piloting of a new assessment tool prior to fully rolling it out in the fall.

The Riverside County SELPA Administrator met to review and provide input on the LCAP on May 24, 2023. The SELPA Administrator 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 Administrator praised RCOE's proactive approach of having all full-time teacher be SAI credentialed as a way to support students within the Community and Court Schools. Discussion was also had concerning the large number of students who come to County programs from districts and ways that the SELPA could support districts.

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), Educator Effectiveness Grant 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 5, 2023 (LCAP Draft), and on May 3, 2023 (LCAP Draft). The LCAP was presented at the Board meeting on June 7, 2023, for public review and comment and on June 21, 2023, for adoption.

Partners (14) at Arlington Regional Learning Center/AMC YTEC on October 10, 2022, suggested the following:

GOAL 1:
- Need counselors at schools
- Need a variety of Art drawings
- More socialization opportunities
- Longer lunch or break time (transition time between classes)
- Program for community service is a good thing
- Sports program is a good opportunity
- Student to staff ratio is positive/ for support when needed
- UCR Dual Enrollment is a great opportunity
- Help w/ student to complete essay w/ Rehab Plan
- Video game design, Cosmetology, Culinary Arts/Baking would be a good CTE pathway
- Driver Education
- Internships
- Field Trips
- Small classrooms, easier to focus
- Everyone is nice- teachers, principals, staff
- We need schools to be more like ARLC with multiple teachers and classes
- High level of supervision

GOAL 2:
- Transportation to school is needed beyond city Buss
- Different type of school counseling for anger (rehabilitation plan)
- Incentives for attendance
- More after school programs- gym access, money management
- Plenty of help for students socially/emotionally
- More incentives & motivational programming
- More job training rotational/exploration: –culinary –auto shop –etc.
- Weekend workshops, museum visits
- Volleyball for the girls, would like it offered year round
- Better choices w/ food/lunch
- Likes lunch, enjoys tamales, sandwiches
- Liking after school programs M-W-F, enjoys art
- Counseling is important
- Feels disconnected, wants more friends
- Very happy with school –happy with how welcome always feel and kindness!

GOAL 3:
- More CTE choices
- Implementation of UDL is evident
- More collaboration conversations
- Block scheduling can be a lot to take

GOAL 4
- Pre-tour before coming to community school
- Progress meeting & updated to return to district
- Incentives and supports are evident
- IS needs to be a quiet environment but it can be isolating away from peers
- Transportation for community service
- Quieter environment (for IS students)
- Assist w/ community service opportunities
- Opportunities for interaction for IS students
- Transition services when son gets out of LF Smith
- Would like to avoid having son attend the same school
- Parent is very satisfied w/ LF Smith
- Transition seemed well coordinated

Partners (18) at Betty G. Gibbel Regional Learning Center on November 8, 2022 suggested the following:

Goal 1:
- More books to support group work.
- Enjoys choices and time to explore future
- Opportunities for parental involvement
- Challenging in-person instruction

- Incorporate more Financial Literacy Courses
- Prep for the real world – Life Skills
- Avid elective, Pathway to Success, CTE Construction (for middle school)
- More CTE classes for middle school (auto shop, engineering, art, cooking classes, robotics)
- Learn more about work permits and Food Handlers card
- Tutoring (we need transportation)
- Rotation of classes that are CTE every 6 weeks
- Weight lifting class
- More teacher led instruction w/ small group instruction
- Like that there are smaller class sizes more teachers on campu
- Home Economics – Life Skills
- Resume workshops, Employment Skills – security has been helping with this (Hygiene, Interview Skills)
- Culture Awareness

Goal 2:
- Notices that there is support for our students
- Student feels safe because of the cameras and number of adults on campus
- More transportation support – Buses
- Like use of CAREspace
- P.E. every day(Full-time teacher)
- Want to update equipment and fields on site
- Mentoring services
- Music at lunch and games
- Incentives (snacks, athletic equipment)
- Would like more counselors available for home and families
- Likes video gaming
- More social skills development embedded into the curriculum
- Hygiene – Skills & Supplies
- Food program - Need for Families, Pantry
- Healthy Food Education
- They have regular presentations, speakers, assemblies – Topic of the Month
- Bullying, sex trafficking, gang awareness, depression, dug awareness

- Digital Literacy – SEL
- Parenting Classes – Required for all Community School Students

Goal 3:
- The process of thinking in a native language and supporting the process of internal translation
- There is use of Membeam
- Library (Books in English and Spanish)
- Rosetta Stone
- Fieldtrips (experiences)
- Smaller class sizes are a good thing
- Like that there are more teachers on campus
- Want more 1 on 1 support time
- Translating Equipment for classroom (staff to students) earpiece
- Use Google translate for tablets
- Like that there are translators on-site / Bilingual staff
- Language courses for staff
- Wraparound support for immigrant families
- Cultural Awareness – Understanding the culture, not just language

Goal 4:
- Appreciates the welcoming environment
- Expulsion is stressful
- Like it here connected here
- Thought it was going to be awful it isn't you
- Intake w/ security & principal – good care more
- Need more info – Positive outlook – tell the schools court
- Pamphlet or brochure that districts can give to referred parents ahead of their enrolling
- Student is not treated like he is a bad kid
- Option to have 2 P.E.'s
- Other food options for lunch
- P.E. everyday w/ the coach
- After school sports or sports club
- More clubs on campus (chess club)
- Fieldtrip opportunities (incentives)
- E-sports
- Be able to preview/tour the campus before enrollment

Partners (23) at David L.Long Regional Learning Center/Southwest Court School on December 13, 2022 suggested the following:
Goal 2

- Continue to offer programs that are currently offered
Goal 3
- Provide more training for teachers and IAs on ELD strategies

Partners (18) at Don F. Kenny Regional Learning Center/LF Smith Court School on January 10, 2023 suggested the following:
Goal 1:
- Likes the support offered for SWDs - Support & services.
- Patience - Follow thru - Parent communication
- Hands on type courses – in addition to culinary
- Ceramics and art/drawing
- Esports, coding
- Exploration of different CTE – welding, entrepreneur class
- AVID
- Tutors/tutoring
- Learned math well with Phoebe
- Program to help you get to college
- Connections to CTE unit research on campus
- Doing a lot better here; get more help
- Did better w/ check for understanding

Goal 2:
- Student feels safe because law enforcement is close by
- I like it here. Mr. Martinez makes it fun
- Orientation was helpful/important
- Hazel Heart for crisis counseling
- Counseling services/therapy are available
- Appreciate incentives
- Sports opportunity to play intramural (different sports)
- Need mentors
- Behavior management sessions
- SEL embedded lessons
- Feels safe to open up
- Used CARESPACE
- Well aware of what is going on

Goal 3:
- Incentives

- Tutoring services
- Training for teachers is available and supported
- Translation services
- First read, find summaries help (CLOSE reading)
- AVID strategies

Goal 4:
- Incentives
- Transportation for community service
- Independent study is isolation and depressing
- Quieter environment (for IS students)
- Assist w/ community service opportunities
- IS is isolating & depressing
- Opportunities for interaction for IS students
- Incentives
- Transition services when son gets out of LF Smith
- Would like to avoid having son attend the same school
- Parent is very satisfied w/ LF Smith
- Transition seemed well coordinated
- Supports are evident

Partners (13) at Palm Springs Community School on February 17, 2023 suggested the following:
Goal 1:

- More focus on how we are preparing for career readiness
- Social contract works for behavior.
- Independent studies is working, can work at own pace
- Easier @ community school smaller less distractions keep things going as planned
- Need another classroom separated for middle school
- Like the individual attention – small class sizes
- Increase intervention classes
- Introductory college course – college prep. Sports
- Activities
- Currently in I.S., challenging to understand and be independent in work
- Separate classroom for M.S. students
- Would like more support for grade-level standards
- Grade-level textbooks

Goal 2:
- Education on relevant topics has been presented, like – substance abuse, Fentanyl
- Drug awareness programs
- Need more transportation supports
- Field trips for work experience or presentations
- Drug counseling
- More separation for age differences
- Appreciate the social-emotional learning
- Focus more on building these skills just as important as academics
- Time management; more brain breaks
- Want more activities outdoors and increased physical education
- Offline work; increase engagement and more supervision of engaged work
- Bell schedule of classes review
- Aware of environmental safety (a lot of homeless around school) – perimeter

Goal 3:
- Offer courses in Spanish – language
- Hire para-educators that specialize in English language development
- Accentuate bilingualism/dual language program
- Focus more on bi-literacy seal
- More close reading
- Hire bilingual (English/Spanish) teachers
- Keep Membean
- Consider other vocabulary development tools

Goal 4:
- Always observing students/interacting w/ students to make sure they are doing
- Transition support – skills to integrate at their district school
- Making sure students are supported after they return to the district
- Help w/ being successful
- Difficulty meeting district requirement of 40 hours of community service
- Concern that students will have difficulty acclimating back to district (behaviorally and academically)
- Separate classes middle school & high school
- Court can be a challenge for reinstatement
- School Districts need more education in how to efficiently reinstate students
- More counseling services afforded every day for students
- More support for middle school students who are expelled
- Need some counselors on campus that know academic graduation plan to help serve as a liaison w/ district

Partners (19) at Val Verde Regional Learning Center on February 7, 2023 suggested the following:
Goal 1:

- School is easy – Working on computer programs with instant grading, gives you the answers automatically
- Certain teachers give additional work (not all)
- Does not feel prepared for going back to traditional high school
- Edmentum is not liked – concerns over Edmentum programming
- More programs/Arts for African American students wanted
- Black History – In History needed
- Good w/ stuff helping & student to staff ratio
- Like CTE opportunities
- Would like to see more PE time/not on select days
- Students are able to focus more in this setting
- Collecting phones is a positive action
- Small class sizes are good
- Distance is a factor to the RLC, transportation impacts the ability to make it to school
- Positive recognition of students/student awards
- Structures meetings informing students of credit status and awareness on the reinstatement plan
- Continue dual enrollment classes
- College field trips
- Continue CTE courses
- Would like more exposure to carrers, and career opportunities – teach students what certifications are required – how to get certified

Goal 2:
- Have used and like Hazel Health (at home and school).
- Follow up communication is good
- Liked Mr. Montgomery (mentor0, would like more of him
- Slips for sign up – pull out service for counseling wanted
- Teach kids how to make good choices, more awareness
- Would like to see e-sports go somewhere
- Frequent counseling sessions are good
- Opportunity for community service
- Better lunch/quality
- Transportation for emergency situations
- E-sports and intramural sports
- Parent likes to attend parent workshops and participating in SSC/DELAC/ELAC meetings
- Bus passes are provided

Goal 3:
- Add music to language learning
- Non English learner is learning new vocabulary every day
- Students get frustrated and give up when they don't feel they can get their point/questions across
- Students like Membean
- Parent education on reclassification
- Continue training teacher on ELD instruction
- Language Tree Online is a good program
- Instructional assistant support for students (EL)is povided in class

Goal 4:
- Wants teachers to show that they care – show empathy.
- Listen instead of just talking back
- Need more teachers – for different subjects (don't like having the same teacher teach multiple subjects)
- Teach in music/play form (drama)
- More music & Art classes
- Want to increase Digital Media classes on site and have it more often
- More instruments/more interactive with music class/program cooking class, home economics
- Add indoor gymnastics or more workout machines
- Field trips
- Hop Skip Drive has been a big help
- More option/exploration in CTE
- Activities that would help students not get distracted – field trips and activities that could motivate students
- Anything that would encourage students – help change students mindset for being at our schools
- Review transaction plans/expulsion plans w/ students and parents

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

Community and Court School students completed the California Healthy Kids Survey (CHKS) (Goal 2). This survey grew out of the California Department of Education's (CDE) commitment to helping schools create more positive, safe, supportive, and engaging environments and to promoting the successful cognitive, social, emotional, and physical development of all students. This tool is used to refine ways to focus on enhancing school climate, pupil engagement, parent involvement, and addressing the needs of vulnerable groups. One of the most comprehensive surveys of its kind in the nation, CHKS is a modular survey instrument that assesses school climate and safety, student engagement, student supports, and social-emotional, behavioral, and physical health. The majority of the questions are school-specific, including the following indicators: learning from home (remote learning); school performance, engagement, and support; school environment

& connectedness, academic motivation, parental involvement; social and emotional health; school violence, victimization, and safety; alcohol and other drug use; tobacco use – cigarette smoking and vaping, and gang involvement. 205 students completed the survey. Some data points that were noted included the following: 35% of students reported that their absences were due to being sick and 13% because they did not have transportation. Of the responses, 44% (CS) and 55% (Court) of students indicated that they felt there were caring adults in school with 60% (CS) and 67% (Court) indicating adults had high expectations for them in school. School connectedness was rated at 44% in the community schools and 55% in the court schools, with those reporting "agree" or "strongly agree". 89% (CS) 73% (Court) of students indicated that they felt that teachers/school treat students fairly or are neutral on the topic.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

Our parents and educational partners, as trusted collaborators, continuously give us their input as to what we have and could continue to do to engage the students. For many, the issue of motivating students will continue to be necessary and getting them assistance as well. One of our goals is to focus on college and career readiness, and this experience has taught us the importance of this goal. Educational partners continue to request more CTE pathways and opportunities as well as to provide other engaging experiences for students. These meetings also helped to remind us of the focus on equity and opportunity in education which is continually being met through more programming and access. Parent and educational partner input and feedback are included in every integration of the process and their requests are included in every way possible.

Educational partners expressed gratitude that dual enrollment courses are offered at our schools and noted that students have not had this opportunity in the past at their comprehensive sites (Goal 1). This was supported through goal one's focuses on students will graduate from high school academically and socially prepared for college, the workforce, and civic responsibility. There were multiple requests to expand the course offerings with a focus on industry or program certifications. This feedback and increased enrollment in the current course offerings has supported the expansion of dual enrollment course work to include partnership with Riverside Community College. Parent groups indicated that they would like to hear more about CTE and College courses being offered as well as how to get access to transcripts after completing these programs.

Activities not related to credits and course work were discussed (Goal 1 and Goal 2). Parents and students expressed a desire to have activities during unstructured times that help to focus on conflict resolution and ways to work through disagreement while providing healthy alternative options. All engagement partners wanted to see the intramural sports program expanded to be offered fully at all sites. Being on a sports team provides students with a new social circle outside of the one they before enrolling in the Alternative Education program. Students are given opportunities to enrich their communication and interactions beyond texting and social media. Students learn valuable lessons in teamwork, such as putting your own needs second in order to make choices that benefit the team. Students are also taught that losing or failure, are part of the game. Learning to control and understand the emotions related to losing allow a student to handle difficult situations in the future.

Discipline and respect for rules and authority also are taught through sports programs. Students build persistence and learn the importance of patience, and in the end, that hard work pays off. Students expressed a desire to see more Arts programming offered within the school setting as well as a wider choice of clubs.

Educational partners had input related to Goal 3 and the education of English Learners. The need to monitor and evaluate data was discussed as an area to drive focus and instruction for students as well as professional development. There was discussion on how to address the needs of students who are new to the country or have minimal language development skills. Student scores on the ELPAC also emphasize a need develop this area further. The Community School percent of English learners scoring Moderately Developed/Well Developed on the ELPAC was 35.48 (increase from 24.24%) in 2021-2022. The Court School percent of English learners scoring Moderately Developed/Well Developed on the ELPAC was 16.6% (decrease from 26.93%) in 2021-2022. This slight increase in Community school scores support the targeted efforts this year to focus on specific literacy strategies to support language. The decrease in scores in the Court Schools, accentuates the change in staffing within the Court School (many who have not been trained in literacy strategies/UDL prior to this year. This indicates a need to provide continued coaching of instructional staff in the classroom settings to support instruction.

The need to focus on this area is further supported by the 2022-2023 midyear grades for students enrolled in A-G courses. English Learners had the lowest completion rate of 77.4% within community schools. Coaching for the upcoming year will be increased in the classroom with targeted focus on increasing literacy in an integrated approach across all cores subject area with a focus on critical thinking, solving complex problems, and effectively communicating. A new educational online program designed for students who are at level 1 or level 2 was piloted during the 2022-2023 school year with low engagement. This program uses a cross-curricular approach to solidify language skills while strengthening academic language. The rigorous curriculum helps develop critical language skills needed to successfully "unpack" content in math, science, an social studies. It is designed to address academic and social-emotional needs. It has a unique acculturation module to help Newcomers adapt to new school environment and culture. We will continue to use this program as direct intervention as well as Achieve 3000 to support student reading, vocabulary, and literacy.

RCOE, Alternative Education understands that school climate and campus environment play a critical role in the academic achievement and overall well-being of students (Goal 2). Through the district's process of seeking input from the community through meetings, surveys, and feedback collection platforms, the resounding theme of the importance of student mental health and social-emotional wellness consistently emerged. Students often discuss the need to feel connected on campus and are looking for opportunities to engage with other students in a non-academic manner. This has been a focus for the program this year, with the opening of CARESpaces and an increase in classes and services to address students as well as families. It is clear that its continuation and expansion is supported by partner feedback and district data analysis.

In reviewing available data, it became is evident that last year's focus on emotional regulation and social awareness had led to increased positive perceptions. There continued to be a need to focus on self-efficacy (47%), motivation, social awareness (56%), self-management (65%) for unduplicated students and other vulnerable student groups. According to the Panorama screener, 50% of students show that they are on track in emotional regulation for the 2022-2023 school year. When compared to schools across the country this score is near the 80th percentile on this topic. Students are at a higher level to be at risk for experiencing difficulty with emotional health include students with disabilities, 6th graders, American Indian or Alaskan, Asian, Black or African American, English Learners, and males.

Chronic absenteeism rates are higher than average for socio-economic disadvantaged students. The decision to focus on efforts to reduce truancy and increase attendance rates through social-emotional learning, and the building of positive relationships between students, schools, and families is an effort to resolve these issues. There will be more activities aimed at providing students who are considered socio-economically disadvantage students to participate in activities that address school connectedness. This will be in the form of mentoring, direct attendance support and goal setting, as well as offer high-interest activities. When grouped together, the actions and metrics in Goal 2 support the building of positive school climates through a focus on social-emotional learning, physical and mental health, and access to support services. The district will implement the listed actions with fidelity while using the metrics to measure progress toward Goal 2. This is further supported with a targeted focus on Foster Youth and providing them with transportation support as they are moved from one home to another. This will decrease the amount of missed school days waiting on bus routes to be established (Goal 4).

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 partner input. In addition, partners prioritized the need for Goal 1 to continue the progress on graduation rates and improve academic achievement and CCI. 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 partner 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). Partners 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 5 and in response to partner feedback (CTE Advisory Committee, Leadership Team, Staff Development Planning Committee, LCAP site partner meetings, SSC): Action 1 (Broad Course of Study), Action 2 (Instructional Materials), Action 3 (Technology and Digital Literacy), Action 4 (Professional Development), Action 5 (UDL and Culturally Responsive Instruction), Action 14 (Formative Assessments and MTSS Data Teams), Action 15 (Multi-Tiered Systems of Supports-Classroom-Based Supports), Action 16 (Multi-Tiered Systems of Supports–Extended Learning Time). Action 17 (Monitoring instruction and learning for students with disabilities), Action 18 (Online Courses), Action 19 (Credit Recovery), and Action 20 (High School Equivalency Testing).

The following actions were created/grouped to meet the metrics for CCI under LCFF Priority 4 and in response to partner feedback (CTE Advisory Committee, Leadership Team, Staff Development Planning Committee, LCAP site partner meetings): Actions 1 (Broad Course of Study), Action 2 (Instructional Materials), Action 3 (Technology and Digital Literacy), Action 4 (Professional Development), Action 6 (College and Career Readiness Counseling and Transitions), Action 7 (AVID), Action 8 (Career Technical Education Pathways), Action 9 (College Course Credit), Action 10 (California Cadet Corps), Action 11 (Student Led Enterprise), Action 12 (Work-Based Learning and Industry Certifications), and Action 13 (Internships for Students).

The following actions were created/grouped to meet the metrics for pupil achievement under LCFF Priority 4 and in response to partner feedback (SSC, PAC, Leadership Team, Staff Development Planning Committee, LCAP site partner meetings): Actions 1 (Broad Course of Study), Action 2 (Instructional Materials), Action 3 (Technology and Digital Literacy), Action 4 (Professional Development), Action 5 (UDL and Culturally Responsive Instruction), Action 14 (Formative Assessments and MTSS Data Teams), Action 15 (Multi-Tiered Systems of Supports-Classroom-Based Supports), Action 16 (Multi-Tiered Systems of Supports–Extended Learning Time). Action 17 (Monitoring instruction and learning for students with disabilities), Action 18 (Online Courses), and Action 19 (Credit Recovery).

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.

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	Based on teacher certification data and Aeries course assignments, all teachers were appropriately assigned and fully credentialed in the subject areas 2021-2022	Based on teacher certification data and Aeries course assignments, all teachers were appropriately assigned and fully credentialed in the subject areas 2022-2023	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	All students had access to standards aligned instructional materials in 2021-2022	All students had access to standards aligned instructional materials in 2022-2023	To be completed in 2023-2024 for 2024-2025 LCAP.	Maintain at 100%
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.	The average rating on the California Standards Reflection Tool was 4.05 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.	The average rating on the California Standards Reflection Tool was 4.04 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 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.	All students had full access to a broad course of study in 2021-2022	All students had full access to a broad course of study in 2022-2023	To be completed in 2023-2024 for 2024-2025 LCAP.	Maintain at 100%
Community School DASS One-Year High School Graduation Rate on the California Dashboard (Priority 5)	The Community School DASS One Year Graduation Rate was 100% in 2019-2020.	The Community School DASS One Year Graduation Rate was 92.0% in 2020-2021	The Community School DASS One Year Graduation Rate was 94.7% in 2021-2022	To be completed in 2023-2024 for 2024-2025 LCAP.	Maintain Community School DASS One-Year High School Graduation Rate at 100%
Court School DASS One-Year High School Graduation Rate on the California Dashboard (Priority 5)	The Court School DASS One Year Graduation Rate was 95.6% in 2019-2020.	The Court School DASS One Year Graduation Rate was 100% in 2020-2021	The Court School DASS One Year Graduation Rate was 98% in 2021-2022	To be completed in 2023-2024 for 2024-2025 LCAP.	Achieve 97.1% Court School DASS One-Year High School Graduation Rate

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Community School College/Career Indicator on the California Dashboard (Priority 4) CCI Replaces share of pupils determined prepared for college by the Early Assessment Program	Community School CCI was 0 in 2019-2020.	No Official State Indicators Available for 2020-2021 Local indicator reports: Community School Completed College Credit Courses 0% Completed at Least One CTE 0%	No Official State Indicators Available for 2022-2023- this is a baseline year. Local indicator reports: Community School Completed College Credit Courses 2.9% Completed at Least One CTE 29.4%	To be completed in 2023-2024 for 2024-2025 LCAP.	Achieve a 9% Community School CCI Rate.
Court School College/Career Indicator on the California Dashboard (Priority 4)students	Court School CCI was 2.9% in 2019-2020.	No Official State Indicators Available Local indicator reports: Court School Completed College Credit Courses 4.4% Completed at Least One CTE 2.2%	No Official State Indicators Available Local indicator reports: Court School Completed College Credit Courses 5.4% Completed at Least One CTE 10.9%	To be completed in 2023-2024 for 2024-2025 LCAP.	Achieve an 11.9% CCI Rate.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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	The distance from standard was not made available due to not being mandated during Pandemic. What was reported is that 4.11% met or exceeded standards	The distance from standard was 191.0 on the Smarter Balanced Assessments in ELA for Community School students in 2021-2022	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 Community School students
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	The distance from standard was not made available due to not being mandated during Pandemic. What was reported is that 1.45% met or exceeded standards	The distance from standard was 230.2 on the Smarter Balanced Assessments in Math for Community School students in 2021-2022	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 Community School students

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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	The distance from standard was not made available due to not being mandated during Pandemic. What was reported is that 2.27% met or exceeded standards	The distance from standard was 180.7 on the Smarter Balanced Assessments in ELA for Court School students in 2021-2022	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 Court School students
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	The distance from standard was not made available due to not being mandated during Pandemic. What was reported is that 0% met or exceeded standards	The distance from standard was 237.9 on the Smarter Balanced Assessments in Math for Court School students in 2021-2022	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
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	AP Exams were available to all students in 2021-2022. No student opted to take the AP Exams in 2021-2022	AP Exams were available to all students in 2022-2023. No student opted to take the AP Exams in 2022-2023	To be completed in 2023-2024 for 2024-2025 LCAP	All students will have full access AP Exams each year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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)	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 optional in 2020-2021 and EAP scores were not provided)	The percent of students at Nearly Prepared was 2.44 % and the percent at Well Prepared was 0% in ELA in 2021-2022	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)	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 optional in 2020-2021 and EAP scores were not provided)	The percent of students at Nearly Prepared and Well Prepared was 0% in Math 2021-2022	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	The percent meeting/exceeding on the Exact Path ELA post-test was 18.95% for Community School students in 2021-2022	The percent meeting/exceeding on the Exact Path ELA post-test was 13% for Community School students in 2022-2023	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	The percent meeting/exceeding on the Exact Path Reading post-test was 29.3% for Community School students in 2021-2022	The percent meeting/exceeding on the Exact Path Reading post-test was 25% for Community School students in 2022-2023	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	The percent meeting/exceeding on the Exact Path Math post-test was 19.7% for Community School students in 2021-2022	The percent meeting/exceeding on the Exact Path Math post-test was -18% for Community School students in 2022-2023	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%

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 17.8% for Court School students in 2020-2021	The percent meeting/exceeding on the Exact Path ELA post-test was 9.88% for Court School students in 2021-2022	The percent meeting/exceeding on the Exact Path ELA post-test was 28% for Court School students in 2022-2023	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%
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	The percent meeting/exceeding on the Exact Path Reading post-test was 27.16% for Court School students in 2021-2022	The percent meeting/exceeding on the Exact Path Reading post-test was 29% for Court School students in 2022-2023	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	The percent meeting/exceeding on the Exact Path Math post-test was 21.52% for Court School students in 2021-2022	The percent meeting/exceeding on the Exact Path Math post-test was 21% for Court School students in 2022-2023	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%

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. Continue online registration.	$394,260	N
2	Instructional Materials, Resources, and Textbooks	Provide students with rigorous and relevant instructional materials, online programming, and textbooks that enhance academic achievement.	$235,665	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 through the use of tablets, smartboards, and other interactive devices	$349,820	N
4	Professional Development	Implement ongoing professional learning on UDL (multiple means of engagement, representation, and action/expression), GLEAM (grade-level engaging, affirming, meaningful lessons), literacy instruction, culturally responsive instruction, and teacher choice through multiple formats. Continue using Zoom to reduce travel time and costs.	$42,300	N

Action #	Title	Description	Total Funds	Contributing
5	GLEAM,UDL, Culturally Responsive Instruction	Implement GLEAM, (grade level engaging, affirming, meaningful) lessons and training, along with continued support of 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, addressing anti-racism, and integrating equity content through exploring issues of race/ethnicity and teaching historical examples of conflict, injustice, and discrimination to communicate tolerance, social skills, and civic responsibility.	$97,000	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).	$249,087	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).	$24,535	N
8	Career Technical Education Pathways	Expand 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.	$645,290	N

Action #	Title	Description	Total Funds	Contributing
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; and with RCC for Early Child Hood Articulate CTE courses with RCC, COD and MSJC.	$105,620	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.	$26,000	N
11	Student Led Enterprise	Implement student led enterprise courses and competitions to enhance financial literacy and an entrepreneurial spirit (mindset that embraces critical questioning, innovation, service, and continuous improvement) and participate in projects and competitions with enrollment across all sites..	$19,100	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).	$10,282	N
13	Internships for Students	Implement partnerships with industries and businesses for paid internships with support from Alternative Education Coordinator of CTE.	$1,000	N
14	Multi-Tiered Systems of Supports (MTSS) – Classroom and After School Supports	Implement formative assessments, MTSS Data Teams, and instruction to improve student learning in ELA and math, with a focus on GLEAM lessons, differentiated instruction (individual and small group instruction from teachers and instructional assistants), and ELA and math support/intervention classes for students. Intervention approaches will focus on a holistic approach to learning consisting of social emotional learning, cultural competence, and a growth mindset framework. Interventions will addresses common core state standards and issues of equity, cultural competence, student engagement, institutionalized racism and privilege.	$926,524	Y

Action #	Title	Description	Total Funds	Contributing
15	Summer School and Tutoring Support	Targeted instruction and support for student who had missed learning opportunities during the school year. Allowing them to develop and enhance knowledge on grade level stands while receiving instruction that is engaging, affirming, and meaningful .	$449,184	N
16	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 administrator, instructional specialist, and school psychologist.	$102,500	N
17	Online Courses	Provide online classes to service students across all sites through Edmentum Courseware, allowing A-G Access to courses not taught during the traditional school day.	$32,739	N
18	Credit Recovery	Provide credit recovery courses/options for students through online platforms (Edmentum) and summer school.	$32,739	N
19	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.	$124,678	N

Goal Analysis for 2022-2023

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.

#7 Provide AVID tutors for students for targeted assistance in the core subject areas and train teachers on AVID strategies in WICOR: Hiring and recruiting AVID tutors has been a challenge. While we have been able to train IAs to support and take this role we would like to continue to recruit AVID tutors from local colleges to serve as role models and mentors to our students.

An explanation of material differences between Budgeted Expenditures and Estimated Actual

No significant differences noted.

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

RCOE Alternative Education utilized Aeries course scheduling reports to analyze student enrollment in courses (Action #1, Broad Course of Study). Course approval forms were used to enroll students in the specific courses to meet their individual preferences for electives and graduation requirements. All students, including unduplicated pupils and individual with exceptional needs, were enrolled in UC A-G approved core academic courses based on their age and credit completion. The graduation status report was used to monitor grade level course completion of the courses in order to meet the required 200 credits for high school graduation. All students had full access to a broad course of study as defined by California Education Code 51210 and 51220(a)(i). RCOE Alternative Education utilized the Aeries courses scheduling report and the course approval form to ensure all students had access to a broad course of study across school sites. The process of enrolling students included the use of the RCOE Prospectus, Course Reference Guide, and the course approval form to ensure that students were enrolled in a broad course of study. No barriers were identified in preventing RCOE from providing access to a broad course of study for all students.

Provided training and on-going support for Principals, Teachers, and I.A.s to provide effective instructional strategies, interventions, and ensure accommodations are being provided for students with disabilities to ensure academic success, promote literacy, and to have students make meaning of the content. Implementation of the Membean learning platform allowed students to increase vocabulary development through interactive activities promoting literacy skills across the curriculum. Provided support and training to Instructional Assistants on how to read the IEP and IEP at a Glance as well as provide and implement individualized accommodations and supports to students with learning disabilities.

 Provided support and coaching to site principals with Universal Design for Learning (UDL) as well as Close Reading for effective delivery of classroom instruction and ongoing implementation. With on-site support to Principals, Teachers, and Instructional Assistants with an emphasis of support to students with learning disabilities, we have seen a progressive improvement of student academic performance that reflects in their individual grades at the end of each grading term. The progression is as follows for SWD: September 74% passing rate, November 82% passing rate, End of Fall Semester 83% passing rate.

In Alternative Education, all students have full access to a broad course of study as defined by California Education Code 51210 and 51220(a)-(i) (Action #1, Broad Course of Study). RCOE Alternative Education utilized the Aeries courses scheduling report and the course approval form to ensure all students had access to a broad course of study across school sites. The process of enrolling students includes the use of the RCOE Prospectus, Course Reference Guide, and the course approval form to ensure that students are enrolled in a broad course of study.

No barriers were identified in preventing RCOE from providing access to a broad course of study for all students. Technology was used to overcome any geographical barriers across sites. RCOE implemented synchronous online learning intervention courses in Biology and continued to offer the same for ELA and mathematics as an additional support option for students (Action #3, Technology and Digital Literacy).

RCOE Alternative Education provided English learners with challenging curriculum and instruction that maximized the attainment of high levels of proficiency in English, advance multilingual capabilities, and facilitated student achievement in the County Office of Education's regular course of study.

All students were scheduled in courses to meet the RCOE high school graduation requirements with specific attention to their individual preferences and college/career goals. Teachers provided standards based instruction in ELA, ELD, mathematics, history/social science, science (NGSS), visual and performing arts, and world languages. Teachers continued the implementation of Universal Design for Learning (UDL) and Thinking Maps in the classroom, focusing on reducing and removing barriers in the areas of engagement, representation, action and expression as well as introducing the CLOSE reading process in core subject matter classes.

RCOE implemented synchronous online learning intervention courses in ELA and mathematics as an additional support option for students through the Exact Path learning pathways. RCOE Alternative Education provides English learners with challenging curriculum and instruction that maximize the attainment of high levels of proficiency in English, advance multilingual capabilities, and facilitate student achievement in the County Office of Education's regular course 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:

• Enrollment in a full course load of courses that are part of the standard instructional program.

• 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. (Action #18, Online Courses & Action#19, Credit Recovery)

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. All principals conducted audits of their instructional materials and ordered replacement textbooks when needed and when deficiencies were reported by teachers. The central office administrator monitored the textbook inventory and distribution process to ensure that all students had a textbook in each subject area and that

classrooms had sets of textbooks to ensure that textbook sufficiency was maintained (Instructional Materials, Resources, and Textbooks Action #2).

As this year progressed, it was determined that the focus on cultural responsiveness needed to be a focus during the UDL training. This was also integrated through the Third Option and CCRTL contracts. This was added as a way for educators to take the lead in building long-term infrastructure and support of foster and at-promise youth. Specifically, the objectives that were focused on included: Objective 1: To provide a safe and nurturing learning environment for professional development teacher training. Objective 2: To provide professional development teacher training on how best to support African-American / Black foster youth in our schools through a trauma-informed lens. Objective 3: To provide a fresh unbiased perspective on how to best advocate for the youth who look to educators for guidance. This process, the RCOE Alternative Education program has centered on promoting equity and inclusion in the classroom, emphasizing the importance of cultural responsiveness and recognizing and addressing implicit biases. This has involved encouraging educators to create opportunities for students to express their unique perspectives and experiences and incorporating diverse perspectives into lesson planning. This has led to a more welcoming and inclusive learning environment that celebrates diversity and promotes a sense of community among students. (UDL and Culturally Responsive Instruction Action #5)

Action #6 College and Career Readiness Counseling and Transitions & Action #9 College Course Credit. We did not have a traditional college/career indicator last year. This year is a baseline by which this year will be compared against. 2.9% of Community School students completed at least one college level course in that academic year. 29.4% of Community School students completed at least one CTE course in that academic year. 5.4% of Court School students completed at least one college level course in that academic year. 10.9% of Court School students completed at least one CTE course in that academic year.

Annually, College, Career, & Community Fairs are held for each Regional Learning Center and for one of our Court Schools. These events serve as an opportunity for college, career, and community organizations to disseminate information and resources to our students while also inspiring, empowering, and exposing our students to envision themselves beyond their present circumstances. Our student population is statistically identified in the most marginalized categories. Due to this, they are often excluded from opportunities of college and career advancement opportunities as such offered by college and career fairs. These events are open for school and community wide participation inclusive to students and their families. Participation is allowed for all students enrolled, every grade level, students' families, and other community members. These events have resulted in an increase of students participating in dual enrollment courses, college enrollment, community involvement (I.e. engaging in events held at the public library), and job and mentor connections.

Career/College Fairs:

Location/Site Participation	Number of Students	Number of Community Organizations
AMC YTEC (Court Schools)	82	21

Val Verde RLC (VVRLC, MVRLC, DLRLC)	66	13
Betty Gibbel RLC (BGRLC, Cal-Safe,CFLC)	100	14
Arlington RLC (ARLC, Corona CS, Rubidoux)	74	13
Don F. Kenny RLC (DFKLRC, PSCS, VVRLC, ARLC)	68	12

Throughout the academic year, the School Counselor conducts individual consultations with students and their respective guardians to establish comprehensive Post-Secondary Transition Plans. The Counselor further provides guidance on multiple aspects, including but not limited to, the Graduation/Senior Portfolio, scholarships, college applications, and the Free Application for Federal Student Aid Application (FAFSA) or the California Dream Act Application (CADAA).

The recently enacted legislation, AB-469, now mandates that students submit either the FAFSA or CADAA prior to completing their high school education. This updated requirement underscores the significance of the Counselor's role in supporting students and their guardians during the post-secondary planning process. To assist and ensure students complete this process there are a number of financial aid meetings to assist and "kick-off" the financial aid process. These meetings were held in person one-on-one throughout the year with five additional sessions held virtually, 10/24/22, 10/26/22, 10/28/22, 3/3/23 (a.m.) and 3/3/23 (p.m.). 113 students, 16 teachers, 2 interns, and 11 principals participated.

RCOE Alternative Education has established a clear partnership with the University California Riverside (UCR) and Riverside Community College (RCC) to provide dual-enrollment classes to all students.

Alternative Education students are presented with a unique and exceptional opportunity to take college-level courses concurrently with their high school studies and receive credit for both. This is the essence of the dual enrollment program. Dual enrollment focuses on removing barriers for students who are not traditionally considered "college going" candidates. The focus on equity in education starts with opportunity and exposure to coursework as well as college related experiences. Participating students earn credits towards their high school diploma and college degree simultaneously, without incurring any associated fees. As the Dual Enrollment Facilitator, the School Counselor plays a critical role in overseeing the program's success. Her duties involve recruiting and registering students, coordinating program orientation, preparing instructors, monitoring student progress, providing academic and technical support, organizing study groups, and conducting monthly meetings with UCR support staff to troubleshoot and resolve any challenges.

Over the past three years, under the Counselor's leadership, the program has witnessed a remarkable 90% increase in enrollment and completion rates. Additionally, participating students' self-efficacy has significantly improved, leading to higher college enrollment rates after

completing the dual enrollment program. Impressively, 77% of court school students who completed the dual enrollment program subsequently enrolled in college courses. Success of this program is evidenced by the increase in students enrolling in each of the classes. This year, the focus of UCR courses has been Macroeconomics, US History A & B, and Cybersecurity Pathway.

14 students awarded: UCRx Computer Technician Professional Certificates Spring 2022

9 students awarded UCRx Spring 2022 History Completer

11 students awarded UCRx Cybersecurity Professional Certificates Fall 2022

6 students awarded UCRx Spring 2022 Macroeconomics Completer
4 students awarded Fall 2022 UCRx Macroeconomics Participants

A total of 65 students were recognized at the Dual Enrollment Ceremony held on 12/14/2022 held on the UCR extension campus.

AVID (Action #7) AVID was provided for students in grades 7-12 in Court and Community School as evidenced by the student information system enrollment of AVID elective. Nine percent of eligible students enrolled in AVID during the 2022-2023 school year. All students were identified as economically disadvantaged. Students had the opportunity to take the PSAT and the ASVAB. There was an increase in mean total scores for 10th and 11th graders. In 10th grade, 10% met the ERW Benchmark and in 11th grade, 5% met the benchmark (up from 0% last year).

BGRLC, DLRLC, Palm Springs, and DFK have AVID elective courses for grades 7th-9th. AVID training was provided during PLC on the topic of "Focused Notes and Organization". AVID Site Team attended the Fall Conference to work on the Site Team Plan and CCI. A two day AVID training on the 6 C's of Common Core was designed for Alternative Education by RIMS AVID. This cohort is meant for teachers new to WICOR strategies. Time will be spent connecting WICOR strategies to each of the skills emphasized in the 6 C's of Common Core. Participants will learn the Focused Note-Taking system, marking the text reading strategies, Socratic Seminars, Philosophical Chairs, and various ways to support structured collaboration in the classroom. Content Teachers who attend all 12 hours of training will be considered fully AVID trained for certification purposes.

The focal point for the 2022-2023 school year was to fully establish the CTE Multimedia and Design pathway. Industry standard equipment, instructional supplies, and curriculum were developed. A state of the art TV/Broadcast studio was also established to provide students an authentic experience working in an industry standard job set. Articulation with Riverside City College was also established which provides students who earn a passing grade of C- or better college credit as well as high school credit. There was also a supplemental concentration for the 2022-2023 school year to strengthen and broaden the CTE program with the Residential and Commercial Construction pathway,

Welding and Materials Joining Pathway, and the Culinary and Hospitality pathway. The focal point for the 2023-2024 school year will be expanding the CTE Culinary and Hospitality pathway and the Multimedia and Design pathway into the juvenile hall school sites while supplementing our other CTE pathways.

Students in RCOE Alt Ed have the opportunity to participate in a wide variety of CTE pathways including: welding and joining materials, culinary arts and hospitality, commercial construction, multimedia production, and cyber security. A Career and Technical Student Organization (CTSO) is a student leadership group and our program is an approved chapter of Skills USA. Skills USA is one of the eight nationally recognized CTSOs which encompasses all of our CTE pathways for participation. his year we held 3 chapter meetings, have elected student officers, and will have some members attend both the opening ceremonies and a competition day, for the statewide competition, in hopes of competing in the 2024 conference. Students can compete in teams or individually. Students will also be able to attend regional conferences to learn more about the industry and observe demonstration. (Action 312 & Action #13)

Our students learn from qualified, seasoned industry professionals and attend field trips (Action #8 &Action #11). One example includes our welding group attending a tour at the CryoQuip facility, our industry partner. We were able to observe highly skilled welders, learn about the various projects CryoQuip completes, and gain insight into the career. We are proud to report we will have a pathway completer in the welding program this year, having completed 4 semesters of welding successfully. The cybersecurity pathway is provided in collaboration with UCR. In the fall, we had 11 students complete the pathway, all four courses. They earned both college credit and a certificate to open doors in the job market, in this high demand field. We currently have 8 Se students in the current semester. Student-led enterprise has also been a focus. Students from the different pathways created materials to sell at a local farmers market, for the ASB fund. Students were able to determine pricing, learn customer service skills, and see the fruits of their labor with the money earned. Two additional events are planned for the end of the school year. Areas of success include completing an industry standard production room for the multimedia production team, increasing student-led enterprise activities across the county, and the participation in the 2023 Skills USA conference. Areas of growth include completing the expansion of the culinary and hospitality program to the juvenile hall facilities, as well as building capacity to compete in the statewide competition for Skills USA. We expect to achieve both goals in the next school year

(Action #12 Work-Based Learning and Industry Certifications & Action #13 Internships for Students) The CTE pathways offered through the Alternative Education unit continue to offer students opportunities to use current industry standard equipment, materials, and techniques to develop skills that are aligned with industry expectations as well as the standards of the Workforce Development Board. Students who engage within the CTE programs offered at are well-positioned to compete for entry level positions in careers that are in demand within the region. CTE classes are accessible and open to our students – including those who represent groups who have been traditionally marginalized in other settings. Alternative Education personnel encourage students to participate in fields that are often otherwise segmented such as in including female students in the Construction and Welding programs. Further, in keeping with Superintendent Gomez's initiative of Inclusive Practices, both the Culinary program offered at our desert locations and our Welding program at David Long Regional Learning Center (Murrieta, CA) have been granted college articulation status with College of the Desert and Barstow Community College (respectively);

therefore, students will be able to earn CTE college credit if they perform well on the final assessments in the program classes. Expanding Horizons / Constitutional Rights Foundation and the California Family Life Center (CFLC) continue their vital partnerships by helping students work in internships by providing liability insurance. The CFLC as an ongoing YouthBuild Grant partner provides essential skills training to students who will progress to paid internships in construction and logistics.

Students who participate in the CTE program have a competitive edge in entry level positions in the workforce and are an area of need in the respective local community. CTE classes are open access so that all students have the opportunity to participate especially those of special populations. It is encouraged for students who are underrepresented in the industry to participate in the CTE program for example, female students in Construction or Welding. Currently, the CTE Multimedia pathway is articulated with Riverside City College and students who pass the class and final exam with a grade of "C" or better receive college credit from RCC. We were able to complete our articulation of culinary/hospitality with College of the Desert and are working on articulating the other CTE pathways (welding, construction, digital media with the local community colleges. With the development of industry partnerships, we look to provide work based learning opportunities for students through paid internships. Along with the industry partner, we also partner with Expanding Horizons / Constitutional Rights Foundation and California Family Life Center. These two organizations provide liability insurance and payroll to the student while the industry partner provides the work based learning environment, coaching, and mentoring. Nikkiso Cryoquip is an industry partner associated with the CTE Welding pathway located right next door to David Long RLC. Once COVID safety measures are lifted from the manufacturing company, we look to get our students back into paid internships. Farmer Boys is also an industry partner for our Culinary and Hospitality pathway. Farmer Boys have agreed to allow for our students to intern and provide work based learning. Anchos Southwest Grill is another industry partner for the pathway. Our Residential and Commercial Construction pathway has established industry partnerships with Lennar Construction on the Residential Construction side of the industry and Hal Hays Construction on the Commercial side of the industry.

Support for SWDs was noted. Training was provided with on-going support for Principals, Teachers, and I.A.s to provide effective instructional strategies, interventions, and ensure accommodations are being provided for students with disabilities to ensure academic success, promote literacy, and to have students make meaning of the content. Implementation of the Membean learning platform allowed students to increase vocabulary development through interactive activities promoting literacy skills across the curriculum. Provided support and training to Instructional Assistants on how to read the IEP and IEP at a Glance as well as provide and implement individualized accommodations and support to students with learning disabilities. Provided support and coaching to site principals with Universal Design for Learning (UDL) as well as Close Reading for effective delivery of classroom instruction and ongoing implementation. With on-site support to Principals, Teachers, and Instructional Assistants with an emphasis of support to students with learning disabilities, we have seen a progressive improvement of student academic performance that reflects in their individual grades at the end of each grading term. The progression is as follows for SWD: September 74% passing rate, November 82% passing rate. End of Fall Semester 83% passing rate. RCOE Alternative Education Special Education Department has continued to focused on automaticity to increase efficiency. Progress and compliance are monitored by daily automated lists on IEP status that indicate SWDs that are in danger of failing, SWD discipline incidents, daily enrollment of SWDs. Site

administrators and teachers receive reports every 6 weeks indicating if any SWDS are failing. Those that are failing or in danger of failing have IEP meetings to review their progress, goals and discuss additional supports or strategies that are needed for success.

Implemented MTSS (Actions 15 & 16) for students to improve student learning in ELA and math that included teacher after school tutoring, contracted tutoring providers, and summer school. Intervention approaches will focus on a holistic approach to learning consisting of social emotional learning, cultural competence, and a growth mindset framework. Interventions will address common core state standards and issues of equity, cultural competence, student engagement, institutionalized racism and privilege.

During the 2021-2022 school year, our Multi-Tiered System of Supports noted 189 Tier 2 and Tier 3 interventions. 37.6% if interventions conducted resulted in successful outcomes. 7.4% of interventions were noted as unsuccessful. 55.0% of interventions were inconclusive due to students transitioning out of our alternative programs prior to the course of the intervention completing

For 2022-2023, interventions were completed in the following areas:

Community School:

993 Attendance Intervention

145 Transition Follow UP

475 Behavior Intervention

283 Academic Interventions

100 MTSS Specific Collaboration

83 Related Service Intervention

Court School:

705 Attendance Interventions

650 Transition Follow Ups

189 Behavior Interventions

94 Academic Interventions

82 MTSS Specific Collaborations

25 Related Service Interventions

Online tutoring was provided by FEV tutoring and was available to students and parents 24/7 Tutor takes a creative approach to delivering students the 1-on-1 support they need to grow academically. Students work with their tutor using a two-way synchronous whiteboard with various learning style options to support academic achievement. Lunchtime and afterschool tutoring services were provided by RCOE teaches and the contracted company: A Tree of Knowledge.

The special education department has purchased the Membeam vocabulary program to support SWDs. This program aligned with the overall focus on literacy while providing instruction and intervention support that automatically differentiates and personalizes to each student's skill levels. With the focus on prioritizing higher order thinking and word consciousness over memorization, students are more apt to develop concrete knowledge and vocabulary skills that can be transferred to all academic areas. (Action #17, Monitoring instruction and learning for students with disabilities)

High School Equivalency Test (GED and HiSET) (Action #20) was provided to students within the Community and Court Schools. 14 students took the test during the 2022 -2023 school year. 11 of the students who took the test passed, resulting in a 79% overall passing rate.

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.

#1 Continue as is; #2 Continue as is; #3 Continue as is ; #4 Continue as is; #5 Continue as is; #6 Continue as is; #7 Continue as is; #8 Continue as is #9 Continue as is #10 Continue as is; #11 Continue as is; #12 Continue as is; #13 Continue as is; #14 & #15 combined which then changes the numbering for all other actions 16 becomes 15, 17 becomes 16, 18, becomes 17, 19 become 18, 20 becomes 19.

#14 Multi-Tiered Systems of Supports (MTSS) – Classroom-Based Supports #15 Multi-Tiered Systems of Supports (MTSS) – After School Supports, Summer School have been combined, as the MTSS process has been developed to be a more integral part of our program and data review should be something not only occurring during MTSS meetings but also regularly during the classroom setting to ensure that students are making progress and adjusting lessons accordingly. We have also included the focus on GLEAM lessons as part of this process

#15 has now been changed to focus solely on Summer School and Tutoring support designed to address missed opportunities for learning during the school year.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update 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-the 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 partner 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), and the California Healthy Kids Survey (Priority 6). 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 engagement partner feedback from LCAP site engagement meetings, SSC, ELAC, DELAC, PAC, PSQR, Probation quarterly meetings, and ESSER committees: 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 (Priority 1)-Facilities Inspection Tool	All facilities were rated as in good condition in 2020-2021 on the RCOE Facilities Inspection Tool	All facilities were rated as in good condition in 2021-2022 on the RCOE Facilities Inspection Tool	All facilities were rated as in good condition in 2022-2023 on the RCOE Facilities Inspection Tool	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: (Priority 3)-CDE Parent Engagement Self-Reflection Tool	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	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 2021-2022	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 2022-2023	To be completed in 2023-2024 for 2024-2025 LCAP.	Maintain average rating on the CDE Parent Engagement Self-Reflection Tool at full implementation

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student Attendance Rates (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	Student attendance rates were 94.2% at the Court School and 67.3 % at the Community School	Student attendance rates were 93.9% at the Court School and 55.36 % at the Community School 2021-2022	To be completed in 2023-2024 for 2024-2025 LCAP.	Achieve a 90% overall student attendance rate
Student Chronic Absenteeism Rates (Priority 5)	Chronic absenteeism was 26.5% in 2019-2020	Dataquest did not release Chronic Absenteeism rates for 2020-2021. Local dashboard indicators indicate Court School Chronic Absenteeism 0.0% and Community School Chronic Absenteeism 25.0%	Chronic absenteeism was at 31.6% in 2021-2022 for Community School Court School did not have a big enough sample to be reported on the CA Dashboard	To be completed in 2023-2024 for 2024-2025 LCAP.	Reduce chronic absenteeism to 20%
Student Suspension Rates (Priority 6)	Community School suspension rates were 0.5% in 2019-2020 Court School suspension rates were zero in 2019-2020	Community School suspension rates were 0% in 2020-2021 Court School suspension rates were zero in 2020-2021	Community School suspension rates were 0.5% in 2021-2022 Court School suspension rates were zero in 2021-2022	To be completed in 2023-2024 for 2024-2025 LCAP.	Student suspension rates will be at zero

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student Expulsion Rates (Priority 6)	Community School and Court School student expulsion rates were zero	Community School and Court School student expulsion rates were zero	Community School and Court School student expulsion rates were zero	To be completed in 2023-2024 for 2024-2025 LCAP.	Student expulsion rates will be at zero
School Safety (Priority 6)-California Healthy Kids Survey	The percent of students responding that they feel very safe or safe on the California Healthy Kids Survey (CHKS) was 82% in 2020-2021	The percent of students responding that they feel very safe or safe on the California Healthy Kids Survey (CHKS) was 69% in 2021-2022	The percent of students responding that they feel very safe or safe on the California Healthy Kids Survey (CHKS) was 61% in 2022-2023 with 31% reporting neutral	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%
School Connectedness (Priority 6)-California Healthy Kids Survey	The percent of students responding as agree/strongly agree on the California Healthy Kids Survey (CHKS) on School Connectedness was 73% in 2020-2021	The percent of students responding as agree/strongly agree on the California Healthy Kids Survey (CHKS) on School Connectedness was 56% (In-School Only), 73% (Remote Only) in 2021-2022	The percent of students responding as agree/strongly agree on the California Healthy Kids Survey (CHKS) on School Connectedness was 40% (In-School Only), 20% (Remote Only) in 2022-2023 44% (In-School Only), for Court School in 2022-2023	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%

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.	$34,500	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, MTSS data monitoring and intervention planning, incentives, and other means of correction (counseling, mentoring, mental health services such as Hazel Heart, behavior plans) to improve student behavior and to reduce suspensions.	$55,400	N
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.	$58,900	N
4	Social-Emotional Support	Provide social-emotional and attendance support and interventions for middle school students and their families from the school social worker.	$50,487	N
5	Foster Youth Support	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.	$50,487	N

Action #	Title	Description	Total Funds	Contributing
6	Behavioral/Mental Health Services	Implement and monitor mental health/social wellness screener to promote positive mental health and address supports in a multi-tiered system. Enhance student social-emotional health/wellbeing 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. Access to Hazel heart for Mental Health and full time behavioral health therapist	$1,985,413	N
7	CARESpaces	CARESpace 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.	$236,544	Y
8	Mentoring for Students	Build student skills in self-management, self-awareness, social awareness, responsible decision making, and relationship-building through mentoring.	$95,000	N
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.	$148,403	Y

Action #	Title	Description	Total Funds	Contributing
10	School Safety Personnel	Provide campus security supervisors at each Community School site. Supporting safety and social emotional learning	$964,958	Y
11	School Safety Equipment	Maintain PPE supplies and school safety equipment/infrastructure (e.g., alarms, security cameras, two-way radios).	$2,300	N
12	School Safety Services	Implement school safety approaches that include the Raptor ID scan, student ID cards, canine detection, Gaggle, and Crisis Go.	$29,470	N
13	Clean Schools	Implement custodial services, work orders, and contracted services for cleaning at partner sites.	$614,892	N
14	Parent Communication	Implement parent communication through automated systems, the student information system (Parent Portal through Aeries), and other means.	$8,500	N
15	Parent Workshops	Provide workshops for parent/families for educational enrichment and support and connections to school campus.(PIQE, College Success)	$65,050	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. (ELPAC, DELAC, SSC)	$2,500	N
17	Student Health	Provide health services to students through tele-health provider, decreasing time away from school (Hazel Health)	$30,000	N

Goal Analysis 2022-2023

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.

All actions were carried out as planned. With additional supports provide in the area of goal 2 Action #6. There was the expansion of our CARESpaces to more campuses and to support sites such as the Boys and Girls Club. By providing services in more centrally located areas,

we were able to increase our outreach and support by over 100% compared to last year. This in combination with offering Teleheart services contributed to an increase in individual counseling, family counseling, and parent support training.

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

Goal 2 Action #6 Behavioral/ Mental Health Services increased from $153, 500 to $479,277. This large increase was due in part to having outside funding sources (ESSER) to support our mental health initiative. This allowed us to continue with current mental health services- social work interns, Wylie Center, Latino Commission, and Hazel Heart.

Goal 2 #12 School Safety Services was originally allocated as $188,500 to $54,702, there was a reduced need to replace any security cameras, radios, or raptor systems this year as part of annual maintenance

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

Attendance supports (#1), social-emotional support (#4) and foster youth support (#5) were supported through the use of a social worker, who's focus was to improve middle school attendance and reduce chronic absenteeism through attendance incentives, home visits, support with home to school transportation issues, participation in the School Attendance Review Teams (SART) and School Attendance Review Boards (SARB). The school social worker provides support to middle school students and their families with programs to assist with school attendance including the completion of an Attendance Success Plan, weekly check-ins, and calls/texts/emails home when absent as well as referrals for mental health and other community services. Attention was made to motivate middle school students to attend school regularly, provide bus passes for transportation to school and provide intensive support to families. Over 420 trips have been scheduled through HopSkipDrive. There was a focus on implementing integrated systems of support to connect students to school and improve student attendance such as consistent attendance letters, MTSS data monitoring, and community connections. Support was provided to foster and homeless youth with regular communication as well as monitor attendance. Support personnel would conduct regular check ins/provided support, and attend CFT (Child, Family, Team) meetings for foster youth. There was additional targeted educational support services and case management for foster and homeless youth which also included regular phone calls home and to social workers, group homes, probation officer and some home visits. 2021-2022 Attendance rates for Court School 93.9%, Community School Attendance Rate 55.36:%.

With support from the Superintendent's Initiatives, CAREspaces (wellness centers) were developed with one at each community school site (#4). These centers provide behavioral/mental health for students and their families which have improved student engagement in school and maintained a zero suspension rate. These spaces offer individual counseling, group counseling, family counseling, case management, and referrals. Each location also offer staff training and parent workshops while staff also provides presentations to students on a variety of wellness-related topics. Services are offered in both English and Spanish and include telehealth and home/community accessibility for

students, family, and the community. The successes of the plan include the continuity of instruction in safe and healthy learning environments.

We continued the Panorama SEL screener as another measure to support our student behavioral health. Panorama uses the CASEL framework to provide researched based interventions. Panorama positive response rates rose from semester one to semester two. Students responded to questions related to the six core SEL areas: Emotional regulation, growth mindset, self-efficacy, self-management, social-awareness, and social-perspective taking.

On the Spring Panorama Screener the following success was noted:

Alt Ed 12th grade students had positive behavioral change on all 6 SEL topics.

DLRLC and Southwest 12th grade students had positive behavioral change on all 6 SEL topics.

BGRLC 10th grade students had positive behavioral change on all 5 of 6 SEL topics.

ARLC 9th grade students had positive behavioral change on all 6 SEL topics.

VVRLC 8th grade students had positive behavioral change on all 6 SEL topics.

AMC YTEC and VVRLC students in special education had positive behavioral change on 5 of 6 SEL topics.

VVRLC students who are language learners had positive behavioral change on 5 of 6 SEL topics.

The School Social worker conducted regular check ins/provided support, and attend CFT (Child, Family, Team) meetings for our foster students. Provide educational support services and case management for foster and homeless youth. Regular phone calls home and to social workers, group homes, probation officer and some home visits. Provide social-emotional support and interventions. Referrals for mental health and other community services provided to foster students and caregivers. Also, make this population aware of any special events/opportunities such as field trips, scholarships, workshops, etc. The social worker provides hygiene kits, school supplies, socks, and other necessities or needed items. (Acton #5, Action#14)

During the MTSS process, it was observed that every campus had incorporated positive behavior interventions and supports as a crucial component.

Student transitions (Action #6) were monitored through implementation of the Alternative Education and Riverside County Probation Transition Plan. This plan communicates the dates of release and the educational needs of pupils who had contact with the juvenile justice

system, to coordinate immediate school placement and enrollment, and to ensure that probation officers in the community have the information they need to support the return of pupils who are being transferred from juvenile court schools to public schools in their communities. The MOU between the RCOE Alternative Education program and Riverside County Probation includes data sharing systems, transition services, and joint communication that allow for the immediate transfer of educational records. The Joint Transition Planning Policy details the requirements for AB 1354, which updated AB 2276 and amended Education Code Section 48647

Mentorship (#8) provided services supports and services to 98 students. These students received individualized sessions with a mentor as well as were part of group presentations and lectures on topics related to goal-setting and overcoming barriers at home and at school. Technology helped extend the number of students that could partake in mentorship with 98 students partaking in one-on-one and/or small group counseling in person. As part of the mentorship program and PBIS, mentoring was also a part of home visits with 29 classroom presentations.

The Coordinator of Student Transitions closely monitored enrollment and exits within the court and community schools (Action #9, Student Transitions). During 2021-2022 there were 1054 exits with a post exit enrollment rate of 97% as verified through CALPADS. 15 minors and 16 adults (18+) did not renroll, four students enrolled out of State (not reported in CALPADS). For the 2022-2023 school year (July -March) out of the 527 overall enrollments, 422 verified CALPADS enrolled with 56 minors and 6 adults (18+) not currently enrolled 53 students exited the juvenile halls and transferred to a placement facility. 46 foster youth exited the court school and 41 of those students enrolled in school 203 SWDs exited from the Court School. 168 of those who exited enrolled back into school upon release. 20 of those SWDs who exited did not reenroll in school upon release. 13 SWDs graduated while in Court School.

All full-time School Safety Personnel (Action #10) positions were filled during the 2022-2023 school year. An additional five part-time support staff were also hired to assist with safety and security on school campus and help with outreach to students and families. During the 2022-2023 school year, School Safety personnel supported many of the programs and actions within the LCAP by building a culture of customer service and support. Evidence of this includes 635 completed home visits. These home visits were for a variety of reasons, 435 were to address attendance concerns, 145 were for parent support, and 105 for the delivery of instructional materials. On the CHKS, 92% of student in court and 94% in community school indicated a feeling of perceived safety or neutrality on the issue.

Security plays a large role in supporting our intramural sports program as well as our afterschool activities. Security staff were acting coaches, prepping with field set up and helped ensure that students were able to attend games by providing direct transportation. Additional security served as referees and ensuring the program runs safely and smoothly. Security also assisted with team practices, holding over 50 practice sessions at each site. Security staff also serve as a mentor and support to students, many times they are identified as a Tier II support person and provided 1,685 support sessions to students (Action #3, Action #10 and Action #14).

All safety equipment was well maintained and running throughout the school year. (Action #11). School Safety Services (Action #12) include the Raptor ID scan, student ID cards, canine detection, Crisis Go, Gaggle, and Go Guardian. Gaggle is designed to identify safety issues in student writing, internet searches, and messaging. Gaggle uses artificial intelligence in combination with trained safety experts proactively assist districts in the prevention of bullying, self-harm, suicide, school violence, and other harmful situations. The use of Go Guardian was extended out beyond the juvenile halls to allow staff to monitor student online usage not only for safety but for academic support.

Clean School (Action #13) was evident at all Alternative Education sites with an average rating of 100% exemplary in the area of Cleanliness.

Parent communication (#14), parent workshops (#15), and parent decision making (#16) were addressed through multiple formats and meetings. Parents reported through LCAP engagement meetings that they felt included and involved with their student's learning program. Parents also provided direct feedback through partner meetings. 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 to online meetings, which eliminated the need to travel to the school site and for some, virtual meetings were better for childcare and their work schedules. Two sessions of the Parent Institute for Quality Education (PIQE) program were offered to parents with students enrolled in the Community School program. A total of 48 parents participated in the first session which was offered in the evening, via Zoom, and included a total of nine one-hour sessions. The second session included a total of 25 parents and included a total of eight one-hour sessions. Two sessions of the PIQE program were offered to parents with students enrolled in the Court School program. A total of 10 parents participated in the first session which was offered in the evening, via Zoom, and included a total of eight one-hour. These groups were offered to all parents with a focus on those who had students that are English Language Learners. Session were provided in English and Spanish to increase the participation of identified sub groups. The second session included a total of 24 parents and included a total of nine one-hour sessions. College Success workshops for parents and students were held virtually and in-person. Virtual sessions included attendance by parents and the sessions were joined by individual students and students in their classrooms with their teachers and peers. All parents were invited to LCAP.

The CDE Parent Engagement Self-Reflection Tool reflected overall full implantation in building relationships, building partnerships for student outcomes and decision making. Overall responses indicated that participant responses rated full implementation in the areas of:

1) Rate the LEA's progress in developing the capacity of staff
2) Rate the LEA's progress in creating welcoming environments for all families in the community
3) Rate the LEA's progress in supporting staff to learn about each families strengths, cultures, languages and goals for their children.

4) Rate 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.
5) Rate 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) Rate the LEA's progress in providing families with information and resources to support student learning and development in the home
7) Rate the LEA's progress in implementing policies or policies in implementing policies or programs for teachers to meet with families and students to discuss student progress and way to work together to support student outcome.
8) Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students
9) Rate 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) Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.
11) Rate 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) 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.

During the first semester of 2023, Local Control and Accountability Plan educational partner meetings were held with staff, parents/guardians, and students at the school sites across the county (October 10 at ARLC/AMC YTEC, November 8 at BGGRLC, December 13th DLLRLC/Southwest). From January 2023 to February 2023, LCAP engagement meetings were held with staff, parents/guardians, and students at the school sites across the county (January 10th at DFKRLC/LF Smith, February 7, 2023 at Palm Springs, and March 7, 2023 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. Engagement partners 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.

During the 2023-2023 school year, the Community School-School Site Councils (SSCs) reviewed quantitative data and provided input on the LCAP at meetings on 11/15/22, 1/18/23, 2/21/23, 3/28/23 and 5/2/23. The Court School-School Site Councils (SSCs) reviewed quantitative data and provided input on the LCAP at meetings on 11/15/22, 1/18/23, 2/21/23, 3/28/23 and 5/2/23. 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 9/29/22, 11/29/22, 1/12/23, 2/14/23, 3/14/23, and 5/9/23.

The Court School English Learner Advisory Committee reviewed quantitative data and provided input on the LCAP at meetings on 11/15/22, 1/18/23, 2/21/23, 3/28/23 and 5/2/23. 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 8/16/22, 12/6/22, 2/28/23, 3/21/23, and 5/16/23. The DELAC is made up of parents from the school ELACs. The Parent Advisory Committee (PAC) met to provide input on the LCAP 8/16/22, 12/6/22, 2/28/23, 3/21/23, and 5/16/23. The PAC met for final review and consult on May 16, 2023. The Parent Advisory Committee is made up of parents from the SSCs, ELACs, and DELACs.

#17 Hazel Health was added this year to support students in decreasing absenteeism and providing preventative care. The program had a slightly delayed start due to the contract process. There has been enrollment of students across all campuses. Out of the students who use the program 75% are Hispanic.

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.

#1 Continue as is; #2 has been expanded to include Hazel Heart as a tool to be used for mental health support and counseling- this will provide counseling telehealth services during expanded hours from 7am to 7pm. This allows families access to a therapist when the need arises and not having to wait for school hours to seek support. This can also be used to support students who are struggling to attend school or getting motivated in the morning.; #3 Continue as is ; #4 Continue as is; #5 Continue as is;

6 Behavioral/Mental Health Services – has been increased to include the addition of behavior health therapists at each regional learning center. Integrating full-time behavioral health therapists into school sites will offer several advantages compared to utilizing part-time social work interns. While social work interns can provide essential support and assistance, they may not possess the same level of training, experience, or consistency as a full-time therapist. Having BHT therapists are available on a regular and predictable basis is vital for addressing the needs of students with persistent mental health problems. In contrast, part-time interns' schedules may be more erratic, which can make it challenging for students to access support promptly. Furthermore, full-time therapists typically have specialized training in mental health assessment, diagnosis, and treatment. Their advanced training enables them to handle complex mental health issues and provide a broader range of interventions than our social work intern have been able to provide. The BHTs can develop long-term relationships with students and families, which is critical for establishing trust and rapport. Lastly, having full-time therapists on staff signals to students, families, and staff that mental health is a priority for the school. This can help reduce the stigma surrounding mental health issues and foster a more supportive and accepting environment for all. In Incorporating full-time behavioral health therapists into school sites provides more reliable and specialized support for students and families coping with mental health concerns. These skills are necessary in addressing Goal #2.

#7 Continue as is; #8 Continue as is; #9 Continue as is; #10 Continue as is; #11 Continue as is;

#12 School Safety Services (Action #12) the expansion of Go Guardian was added to all be available at all sites to ensure an online presence of monitoring for safety and security.

#13 Continue as is; #14 Continue as is; #15 Continue as is; #16 Continue as is; # 17 new

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 focused goal was developed based on the local performance indicators on the California Dashboard, the state indicators on the California Dashboard, and engagement partner input. The needs assessment is based on the local indicators on the California Dashboard for basic services in appropriately assigned teachers (Priority 1). 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 engagement partner feedback (SSC, ELAC, DELAC, PAC, Leadership Team, Staff Development Planning Committee, LCAP site engagement 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%), TELL in 2021-2022 (percent of EL students scoring

advanced/high on the TELL will improve by 3%), and the reclassification rate (reclassification rate will improve by 3%). This goal will improve the metrics as outlined in the measuring and reporting section of the LCAP for Goal 3.

Within the Court Schools only 30.8% making progress towards English language proficiency according to CDE Dashboard. Within the Community Schools only 39.6% making progress towards English language proficiency according to CDE Dashboard.

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) (Priority 1).	Certification to teach English learners (CLAD, BCLAD, or SDAIE/SB1292) was at 100%in 2020-2021	Certification to teach English learners (CLAD, BCLAD, or SDAIE/SB1292) was at 100%in 2021-2022	Certification to teach English learners (CLAD, BCLAD, or SDAIE/SB1292) was at 100%in 2022-2023	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
ELPAC (Priority 4)	The percent of English learners scoring Moderately Developed/Well Developed on the ELPAC was 45.7% in 2018-2019. 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 Community School percent of English learners scoring Moderately Developed/Well Developed on the ELPAC was 24.24% in 2020-2021 The Court School percent of English learners scoring Moderately Developed/Well Developed on the ELPAC was 26.93% in 2020-2021	The Community School percent of English learners scoring Moderately Developed/Well Developed on the ELPAC was 35.48 % in 2021-2022 The Court School percent of English learners scoring Moderately Developed/Well Developed on the ELPAC was 16.67% in 2021-2022	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%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English learner growth on 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	The percent of EL students scoring advanced/high on the TELL was 50.0% in 2021-2022. (Community) The percent of EL students scoring advanced/high on the TELL was 17.8% in 2021-2022. (Court)	The percent of EL students scoring advanced/high on the TELL was 30.0% in 2021-2022. (Community) The percent of EL students scoring advanced/high on the TELL was 35% in 2021-2022. (Court)	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
English learner reclassification (Priority 4) based on the Alternative Education reclassification criteria.	English learner reclassification rate was 1% in 2020-2021	English learner reclassification rate was 1% in 2021-2022	English learner reclassification rate was 0% in 2022-2023	To be completed in 2023-2024 for 2024-2025 LCAP.	English learner reclassification rate will be 9%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Instructional Materials for English Learners	Purchase newcomer materials for beginning EL students.	$30,000	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.	$49,000	N

Action #	Title	Description	Total Funds	Contributing
3	Formative English Language Assessments	Implement formative assessments such as the TELL to monitor EL student growth and progress.	$150,003	N
4	Instruction for ELs and Universal Design for Learning	Implement Universal Design for Learning (UDL), differentiated instruction, cultural diversity, and scaffolds (Thinking Maps, sentence starters, and response frames)	$5,000	N
5	Staff Development and Support for ELD and Instruction	Implement staff development and in-class coaching from the Administrator of Instructional Innovation and Support, and contracted literacy coaching services	$19,350	N
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.	$84,377	N

Goal Analysis 2022-2023

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.

Goal 3 #3 was originally planned for $34,150 and was reduced to $16,000. Most assessments have moved on-line and there is not a need to purchase paper copies. Technology devices for assessment have been updated over the past few years due to the pandemic and we did not require as many replacements as we have had in the past.

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

Certification to teach English learners (CLAD, BCLAD, or SDAIE/SB1292) was at 100% in 2022-2023. Staffing and curriculum was appropriate to meet the needs of English learners and address educational needs within the classroom setting (Action#1, Instructional Materials for English Learners & Action #2 English Language Development). It can be noted that there appears to be significant growth on the TELL compared to the baseline. There was a much smaller number of students who required TELL testing which may have been one of the reason for such a large jump (Action #3, Formative English Language Assessments). Action #2, English Language Development can be evaluated with the results from the ELPAC. The Community School percent of English learners scoring Moderately Developed/Well Developed on the ELPAC was 35.48 % in 2021-2022. The Court School percent of English learners scoring Moderately Developed/Well Developed on the ELPAC was 16.67% in 2021-2022. There was an increase in the Community School student scores. For the first semester of the school year there was targeted literacy coaching and support in the classroom, focusing on CLOSE Reading Strategies. There was a decrease in Court School student scores. This decrease in scores, emphasizes a need to focus on the academic needs of students and supported the focus of in class CLOSE Reading coaching for Court Schools during the second semester of 2022-2023 with plans to continue this focus for the 2023-2023 school year.

English Learners continue to struggle with academic success. Nevertheless, across our Alternative Education program, 53.1% of Hispanic students, 53.3% African American students, and 43.9% White students received a D or F. Across all student subgroups, academic success was a concern in at least one or more subjects. English Learners showed the greatest area of need/concern, with 57.3% receiving a D or F grade, followed by students with disabilities with, 52.2% receiving a D or F grade. Coaching for the upcoming year will be increased in the classroom with targeted focus on increasing literacy in an integrated approach across all cores subject area with a focus on critical thinking, solving complex problems, and effectively communicating.

Student English Language Acquisition Results according to the CDE Dashboard for Community School: The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level are as follows: 25% decreased as least one ELPI Level, 35.4% maintained ELPI levels, and 39.6% progresses at least one ELPI level.

Student English Language Acquisition Results according to the CDE Dashboard for Court School: The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level are as follows: 30.8% decreased as least one ELPI Level, 38.5% maintained ELPI levels, and 30.8% progresses at least one ELPI level.

When compared to peers, English Learners scored lower in both the ELA and Math CAASP. On the ELA CAASP in Community School, 0% of EL students were above standards, 0% met standards, 10.71% nearly met, and 89.29% did not meet the standard. In Community School,

on the ELA CAASPP, 0% of EL students were above standards, 0% met standards, 5.71% nearly met, and 94.29% did not meet the standard.

Action # 2 This year that has been focused attention to literacy within the classroom setting and specifically Close Reading. Close Reading strategies focus on ELD: making meaning (reading comprehension), collaborative discussion about text and sharing and exploring ideas. Summarizing text by sharing the central idea with the group as well as sharing the information with the class. Vocabulary development is expanded through the experience of multiple readings of the same text. Rereading text allows the students to clarify points of confusion. The selection of the articles were closely monitored to ensure the text was within the zone of proximal development of the students. Student lexiles were taken into account in the selection of the reading without compromising grade level standards and themes.

Teachers implement the components of Universal Design for Learning (Action #4 Instruction for ELs and Universal Design for Learning) based on the strategies that were gleaned from the SILK, the PLCs, and in-person and virtual 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.

Action #5, Staff Development and Support for ELD and Instruction, was provided through in-class coaching from the Coordinator of Instructional Innovation and Support for standards based learning while specifically targeting the needs of students with disabilities and English Learners. Much of this year's focus was on the use of the CLOSE reading process to support teachers with providing direct, targeted support that address multiple reading, writing, ELD, and speaking standards. RCOE Alternative Education 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)

The RCOE Alternative Education Reclassification Criteria are based on Section 313 of the California Education Code (Action #6, EL Reclassification and Progress Monitoring). The reclassification procedures developed by the California State Department of Education shall utilize multiple criteria in determining whether to reclassify a pupil as proficient in English, including, but not limited to, all of the following:

1. Assessment of English language proficiency (ELP), using an objective assessment instrument, including, but not limited to, the state test of English language development; and

2. Teacher evaluation, including, but not limited to, a review of the student's curriculum mastery; and

3. Parent opinion and consultation; and

4. Comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age.

Reclassification Criteria:

Student performance of basic skills in English on the Smarter Balanced Assessment in ELA or on the Exact Path (online diagnostic assessment and curriculum tool) that shows whether the student is performing at or near grade level.

An achievement level of 3 (Met Standards) or 4 (Above Standards) on the Smarter Balanced Summative Assessments in ELA meets the criteria for reclassification (students in grades three through eight and grade eleven take the Smarter Balanced Assessments, with the exception of those students who have an individualized education program that designates the use of an alternate assessment). A scale score on the Exact Path assessment indicating ability at the level of met or exceeded.

Assessment of English language proficiency using the English Language Proficiency Assessment for California (ELPAC) with the following score: Overall score 4 (Well Developed)

Teacher Evaluation of student's mastery. A CALP rating of 5 in three of the four categories, with the rating of four (4) in the remaining category (nineteen (19) points out of twenty (20).

The CALP scale includes the following domains: *Reading Comprehension *English Syntax and Structure *English Curriculum Proficiency *Expressive Language Ability in Content Areas. CALP Score of 19 or 20. ELA teacher will complete the CALP with input from the core teachers (math, history, and science).

Parent/Guardian opinion and consultation. The principal or teacher shall consult with the parent/guardian to determine the opinion of the parent on the reclassification of their child.

EL students on IEPs must not have "an alternate criteria." Each EL on an IEP must be treated individually and the IEP team must decide to reclassify or not based on their analysis of the student's disabilities, performance and assessments. Once an IEP team has this discussion, notes and minutes must be taken and be part of the IEP forms.

RCOE Alternative Education provided 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:

• Enrollment in a full course load of courses that are part of the standard instructional program.

• 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.

To address student individual needs, as well as varying enrollments throughout the year, online language development is offered through Language Tree Online for Level 1 and Level 2 learners. Level 1 provides English language development program for beginner-level ELs and Newcomers in the secondary grades. It includes standards-based online assessments and lessons, built-in intervention resources, and a module on acculturation to support social-emotional development. This program aligns with ELD standards as well as informing students about school-related cultural norms. This addresses the socio-emotional needs of EL students. Level 2 is a rigorous program that prepares intermediate and long-term English learners (LTELs) for re-designation. There is a focus on cross-curricular instruction with additional emphasis on writing helps multilingual learners improve academic performance and meet CCSS for ELA. Standards-aligned online assessments precisely identify the language issues that impede progress (particularly relevant for LTELs). Integrated subject matter content, from social studies, math, sciences, and language arts, are embedded in lessons to help students with academic language.

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.

#1 Continue as is; #2 Continue as is; #3 Continue as is ; #4 Continue as is; #5 Continue as is; #6 Continue as is

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 needs assessment was based on the local indicators on the California Dashboard along with current data and engagement partner input. The local performance indicators for Priorities 9 and 10 were used for the needs assessment. The three local performance indicators for the coordination of services for expelled students were reviewed and discussed at 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 engagement partner feedback from LCAP site engagement 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 engagement partner feedback from LCAP site engagement 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 engagement feedback from meetings with school districts and partner agencies. Action 3 increase local indicators for Priority 10 at full implementation through support of foster youth with high school graduation and college and career readiness through focused support of Social Worker and Counselor , and Action 4 (increase attendance through support of transportation needs and access to school). 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.	The average rating on the Local Performance Indicator for the Coordination of Services for Expelled Students was 3.83.	The average rating on the Local Performance Indicator for the Coordination of Services for Expelled Students was 4	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.	The average rating on the Local Performance Indicator for the Coordination of Services for Foster Youth was 3.75	The average rating on the Local Performance Indicator for the Coordination of Services for Foster Students was 3.483	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.
Foster Youth Attendance Records	Data Quest 90% in Community School, 29% in Court School 2020-2021	Added for 2022-2023	No Performance Level Available for 2021-2022 through Data Quest – Local indicators report 78.6% FY in Community School and 31.6% in Court School missed more than 10% of school days	To be completed in 2023-2024 for 2024-2025 LCAP.	Chronic Absenteeism for foster youth < 20%

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.	$4,545,001	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.	$2,512,556	N
3	Coordinate Foster Youth Services for Alternative Education Students 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.	$100,983	Y
4	Transportation	Work with school districts to support transportation for foster youth to and from school (Ex: Hop-Skip-Drive, bus passes)	$75,000	Y

Goal Analysis 2022-2023

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.

Old Action #4 Foster Youth High School Graduation and College and Career Readiness - At the end of the 2021-2022 School Year Foster Youth Service was transferred to another division. At that time we were not clear as to the role that unit would play within our department and whether or not Alternative Education would still be responsible for supporting DA assistance, CCI, and graduation readiness for districts. This

was removed. Foster youth support is still provided to students in alternative education but it is done through our Coordinator of Transition Services. An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Goal 4 Action #2 was misentered last year at 387,905, this is the base of most of our programming and should have been much higher as noted in expenditures of 2,395,748

Goal 4 Action #4 – as noted above the Foster Youth program was moved out of alternative education so the predicted expenses of $690,020 were transferred into another unit and no longer fall under Alternative Education

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

Within community schools, Foster Youth (FY) make up 5.7% of the population in community schools and 8% in court schools. For both settings this is approximately 7 students. All students are provided full access to curriculum and materials to help them advance academically and socially within their educational setting. The school social worker makes weekly direct contact with all Foster Youth and provided support services related to agency connections, mental health/social-emotional needs, academic support, and family outreach. FY are targeted to receive additional reminders and information related to additional supports, such as tutoring, college/career counseling (Action#4, Foster Youth High School Graduation and College and Career Readiness), and mental health services. The school social worker makes weekly direct contact with all Foster Youth and provided support services related to agency connections, mental health/social emotional needs, academic support, and family outreach. Furthermore, with the addition of HopSkipDrive, she has reduced the barrier of transportation by scheduling ride for students to and from school when they are unable to take the city bus or receive a ride from their caregiver (Action #3 & Action #4)

All students with an identified learning disability and their parent or guardian will participate in a transition IEP meeting where they will learn about the Community School Alternative Education program. In this meeting, program design is reviewed as well as how instruction to students is delivered and how academic support and intervention is provided. Additional services are also reviewed during this time such as access to mental health services for students and/or families through the service of our CARESpace. Students and families also learn about additional instructional programming such as dual enrollment, financial literacy, and instructional programs that enhance literacy across the curriculum. For students with learning disabilities who have met their expulsion requirements and are being reinstated back to their district of residence, a transitional IEP may take place with the school district representative to ensure students are appropriately placed and receiving academic, social, and emotional supports.

Instructional assistants are a large part of our community and court school programming providing supports to SWDs, EL, and foster youth. Focused training on engagement strategies were provided this year. Staff provided the following feedback: Instructional Assistant Pre-Training and Post-training surveys reflected positive growth in the learning they acquired. Data: 90% Very Familiar with SEL strategies after training, 87.5% Very Familiar with IEP Goals and where to find IEP information in Aeries, 87.5% Very Familiar with the Superintendent's Initiatives as it pertains to their role, 99% Very Familiar with their role in supporting attendance. There will be continued support for IAs in the 2023-2024 school year focusing on Close Reading strategies and AVID strategies to support student success. (Action #1, Action #2 & Action #3)

The Coordinator of Student Transitions closely monitored enrollment and exits within the court and community schools (Action #1 Community School Instructional program and Action #2, Court School Instructional Program). During 2021-2022 there were 1054 exits with a post exit enrollment rate of 97% as verified through CALPADS. 15 minors and 16 adults (18+) did not renroll, four students enrolled out of State (not reported in CALPADS). For the 2022-2023 school year (July -March) out of the 527 overall enrollments, 422 verified CALPADS enrolled with 56 minors and 6 adults (18+) not currently enrolled 53 students exited the juvenile halls and transferred to a placement facility. 46 foster youth exited the court school and 41 of those students enrolled in school 203 SWDs exited from the Court School. 168 of those who exited enrolled back into school upon release. 20 of those SWDs who exited did not reenroll in school upon release. 13 SWDs graduated while in Court School (Action #3).

The school social worker worked diligently to support foster youth (Priority 10) in achieving attendance goals as well as providing resources. She works on improving school attendance and reduce chronic absenteeism through attendance incentives, home visits, support with home to school transportation issues, School Attendance Review Teams (SART) and School Attendance Review Boards (SARB). She provides support to middle school, homeless and foster youth students and their families with programs to assist with school attendance including the completion of an Attendance Success Plan, weekly check-ins, and calls/texts/emails home when absent as well as referrals for mental health and other community services. She also provides bus passes for transportation to school as well as coordinating HopSkipDrive services and intensive support to families. Implement integrated systems of support to connect students to school and improve student attendance such as consistent attendance letters, MTSS data monitoring, and community connections. For 2021-2022, local indicators show attendance rates for Foster Youth students in Community School to be at 72.5%, Court School 92.8% and overall 85.9%. Chronic absenteeism rates through data quest for the 2021-2022 school year were not available but local indicators report 78.6% FY in Community School and 31.6% in Court School missed more than 10% of school days. This is a decrease from the previous school year where 90% of FY in Community School had chronic absenteeism (Action #4).

The average rating on the Local Performance Indicator for the Coordination of Services for Expelled Students was 3.75. (Priority 9). Survey results indicated the greatest need was in the area of Partial Credit MOU. The degree to which the county office of education has developed memorandum of understanding regarding the coordination of partial credit policies between district of residence and the county office of education. While this is already a process that is in place, RCOE will work with the Coordinator of Student transitions as well as the Foster

Youth Department which oversees monthly Child Welfare and Attendance (CWA) meetings for the surrounding 23 school districts to provide the clarification and training on relative policies, procedures, and legislation surrounding partial credit and ways to monitor.

The average rating on the Local Performance Indicator for the Coordination of Services for Foster Youth was 3.48 (Priority 10). There will be an increase focus on supporting FY who are missing school, especially during times of transition. Districts confident with how the county was providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes, wit a rating of 3.75/5.

Survey results indicated a need for sharing of more specific data related to FY County Students. Metrics will be shared accordingly with local districts, we are working on continuing to increase our communication with local tribal communities to better support our FY who fall into this subcategory.

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.

Goal 4, Action #4 Transportation support services were extended to support students who are considered to be Foster Youth of Homeless. This action was unofficially added mid-year and will continue into next year.

The school social worker worked diligently to support foster youth (Priority 10) in achieving attendance goals as well as providing resources. She works on improving school attendance and reduce chronic absenteeism through attendance incentives, home visits, support with home to school transportation issues, School Attendance Review Teams (SART) and School Attendance Review Boards (SARB). She provides support to middle school, homeless and foster youth students and their families with programs to assist with school attendance including the completion of an Attendance Success Plan, weekly check-ins, and calls/texts/emails home when absent as well as referrals for mental health and other community services. She also provides bus passes for transportation to school as well as coordinating HopSkipDrive services and intensive support to families. Implement integrated systems of support to connect students to school and improve student attendance such as consistent attendance letters, MTSS data monitoring, and community connections. For 2021-2022, local indicators show attendance rates for Foster Youth students in Community School to be at 72.5%, Court School 92.8% and overall 85.9%. Chronic absenteeism rates through data quest for the 2021-2022 school year were not available but local indicators report 78.6% FY in Community School missed more than 10% of school days. This is a decrease from the previous school year where 90% of FY in Community School had chronic absenteeism (Action #4).

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 for 2023-2024

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$1,898,923	N/A

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
4.48%	0%	0	5.08%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions 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 engagement partners, students receive a combination of services to meet their unique needs. Supplemental and concentration grant funds enhance programs and services for students with the greatest needs to improve academic achievement, attendance, social-emotional learning and behavioral/mental health. RCOE Alternative Education's estimated supplemental and concentration grant funding is $1,889,823 for 2023-2024 which is based on 95.9% 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.

Returning to in person instruction post pandemic was extremely challenging for students. During the 2021-2022 school year 57.5% of the Community School student population received a D or F mark in one or more classes. Thought this was a slight decrease from the previous year (59.9%) it is still significant. Students within the Court School saw a smaller population who received a D or F in at least one subject at only 47.4% of the total enrollment. This is a significant increase from last year's rates of only 2.4%. The significant change may be due in part to COVID policies, Assembly Bill 104 (AB 104). AB 104 was pertaining to grading requirements for high school students during the 2020-2021 academic year. The Riverside County Office of Education (RCOE) was required to grant a request from the parent/guardian/education rights holder of a student who was enrolled in high school during the 2020-2021 academic year (or the student, if 18 years of age or older) to have a letter grade earned for any course, as reflected on the student's transcript, changed to a Pass or No Pass grade.

Nevertheless, across our Alternative Education program, 53.1% of Hispanic students, 53.3% African American students, and 43.9% White students received a D or F. Across all student subgroups, academic success was a concern in at least one or more subjects. English Learners showed the greatest area of need/concern, with 57.3% receiving a D or F grade, followed by students with disabilities with, 52.2% receiving a D or F grade.

An analysis of the ELA and math achievement on the CAASPP assessments indicated that the percent of low income students (3.6% Community School, 0% Court in ELA, 4.17% Community School, 2.78% Court in math) and English learners (0% in reading,0% in math) meeting/exceeding standards in ELA, reading and math was slightly higher than then all students in ELA but similar for Math.(2.44% CS, 0% Court% in ELA, 0% in reading,0% in math).

 Low income students and English learners have unique needs for academic achievement and potential learning loss from distance/online learning. Low income students and English learners 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 a broad course of study with a focus on instructional materials that are adapted to meet the varied needs and levels of our students (Action 2), this will include a variety of technology to engage students (Action 3),classroom interventions from teachers and instructional assistant that include differentiated instruction such as individual and small group support (Action 14), and opportunities for students to complete their HISET to as an option rather than dropping out or due to 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 the lower scores 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 from our Dual Enrollment data indicated that 0% of all students overall were college and career ready. Low income, English learners, and foster youth need support from the school counselor and courses such as AVID

to prepare for college and careers. In order to address these needs under Goal 1, LEA-wide services that will be principally directed to and effective in meeting the needs of low income students, English learners, and foster youth will include academic counseling and programs to prepare for college and careers (Action 6). 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 the socio-economic challenges of low income students, the language acquisition needs of English learners, and the school transition rates of foster youth, we expect that the college and career readiness indicator for our low-income students, English learners, and foster youth will increase significantly more than the achievement rates of all other students.

A review of the feedback/input from our students and their families at engagement partner meetings (school site LCAP engagement partner meetings, SSCs, ELACs, DELACs, PACs) indicated that all students, including low income students, English learners, and foster youth, have experienced stress-related returning to school in person and adjusting to learning gaps that occurred while receiving instruction on-line. Engagement partners indicate that it has been challenging to reconnect with school and learning. There is a sense of loss as well as need to reestablish connectiveness towards staff and the learning environment. Engagement partners see a disconnect and an ever widening gap, academic and emotional. In order to address these concerns we will address the social emotional needs of our students 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), behavior/mental health counseling, wellness centers for students and their families (Action 7) services for foster youth (Action 5), mentoring (Action 8), and support with school transitions (Action 9). These actions are being provided on an LEA-wide basis to support all students social-emotional health and well being. Nevertheless, due to the specific socio-economic challenges of low income students, English learners, and foster youth, we know that the school connectedness and safety measures for our low-income students, English learners, and foster youth will be considerably higher for this population of students.

An analysis of the ELPAC and TELL scores revealed that English learner need continued support in understanding the English language in reading, writing, speaking and listening. In order to address these needs under Goal 3, English learners will receive differentiated instruction from teachers who are coached by the Administrator of Instructional innovation and Support and ELA TOSA based on CAASPP, Exact Path, ELPAC and TELL scores that range from support from scaffolds during instruction, one-on-one instruction, and small group targeted intervention (Goal 3, Action 4). This with support and guidance as to what is being measured within our formative assessments and how to analyze that data (Goal 3, Action 5 and Goal 1, Action 14) will support teachers in providing more targeted support to our student who are English Learners.

During the 2021-2022 School Year CALPADS and TOMS (the reporting systems used for data reporting on CAASPP and ELPAC) went offline and were plagued by problems that lasted months. CALPADS was off for a three week period during our testing window. When the system returned, the TOMS feed was not working and special education data was not reliable. This led to participation rate penalties on assessment related indicators despite the fact that we were unable to test many students. For RCOE AE 57% of students during this period had IEPs and 71% of Els also have IEPs. The higher rate of students with disabilities and the automatically assigned low designations for participation impacted the English Learner Progress (ELPI) more than other academic indicators.

An analysis of the ELA and math achievement on the CAASPP assessments indicated that the percent of Community School School low income students (1.54% in ELA, 0.0% in math) and English learners (0% in ELA, 0% in math) meeting/exceeding standards in ELA, math was lower than the all students (4.11 in ELA, 1.45% in math). Low income students and English learners foster youth who have been expelled from their school districts or who are on Probation or in the Court School have experienced gaps in learning. In order to address these needs/conditions under Goal 4, we will implement differentiated instruction and classroom interventions by teachers and instructional assistant (Action 1 and 2). The success of this differentiated instruction is monitored through our MTSS process (Goal 1, Action 14)

An analysis of the ELA and math achievement on the Exact Path assessments indicated that the percent of Community School and Court School low-income students was lower than the national average. For Community School the percent meeting/exceeding on the Exact Path post-test was 13% ELA, 24% Reading, 18% Math. In the Court Schools for 2022-2023 the percent meeting/exceeding on the Exact Path post-test was ELA 28%, Reading 29%, Math 21%.

LEA wide the district plans to implement a new assessment tool in the upcoming year, NWEA/MAPS, with a focus on CAASPP-related questions, to better measure student literacy progress and identify areas for improvement. Additionally, a new intervention platform. For foster youth, NWEA/MAPS can provide valuable data on their academic strengths and areas for improvement, which can help teachers to design interventions that are tailored to their individual needs. It can also help to track their progress over time and provide feedback to both teachers and students, which can be particularly important for students who may not have a consistent support system. For English learners, NWEA/MAPS can help teachers to understand their language proficiency level and provide targeted instruction in areas such as vocabulary and comprehension. The program's adaptive technology ensures that English learners are provided with reading materials that are at an appropriate level, which can help to build their confidence and motivation to read more. NWEA/MAPS data will be reviewed during professional learning community time and MTSS with a focuses on the success of all of our students including those that are struggling (Goal1, Action 14).

Achieve 3000, will be introduced to provide more targeted and effective support for students who need it most, with the ultimate goal of increasing literacy and improving state CAASPP test scores. Achieve3000 is an online literacy tool designed to help students increase their

literacy skills. The program works by providing differentiated reading materials that are matched to the student's reading level and interests. The reading materials are followed by a series of multiple-choice questions that help to reinforce comprehension, critical thinking, and vocabulary development. Achieve 300 provides differentiated reading material to address the needs of our students, specifically those who are EL or SWDs. The program also works on targeted vocabulary instruction to increase overall literacy skills, as well as promote critical thinking through analysis of information presented in reading passages.

Low income students and English learners foster youth who have been expelled from their school districts or who are on Probation or in the Court School have experienced gaps in learning. In order to address these needs/conditions under Goal 4, we will implement differentiated instruction and classroom interventions by teachers and instructional assistants (Action 1 and 2).

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

Services for low-income, English learners, and foster youth are increased or improved by more than 50.09% as compared to services provided for all students.

Low income, English learners, and foster youth receive additional support through instructional assistances in the classroom as well as materials designed to present information using different modalities that is at grade level while engaging, affirming and meaningful to their learning. Furthermore, instructional materials are tied technology that pulls in additional resources and presentation types that can help students who are usually disenfranchised to be more engaged and allow them access to materials away from school. Their success and progress in class is monitored and provided through the MTSS process (Goal 1, Action 14)

Low income, English learners, and foster youth receive support from the school counselor (Goal 1, Action 6) 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).

Low income, English learners, and foster youth receive support from the school counselor (Goal 1, Action 6) to enroll in online Dual Enrollment classes in history, science, and CTE networking courses to earn college credit while enrolled in high school. The counselor also supports students in participation of college and career readiness fairs, online lectures/presentations, and opportunities to visit college campuses.

Low income, English learners, and foster youth receive support from the school counselor (Goal 1, Action 6) to enroll in online and on-campus career technical education (CTE) courses in Building/Construction Trades, Hospitality/Culinary Arts, Multi-Media Production, Computer Networking, and Welding.

Low income, English learners, and foster youth receive support from the school counselor (Goal 1, Action 6) to experience opportunities for internships and job shadowing and businesses in the community when school re-opens on campus.

Low income, English learners, and foster youth are able to enroll in the online and on-campus Advancement Via Individual Determination (AVID) classes which provide students with strategies (writing, inquiry, collaboration, organization, reading) to be successful in their core academic classes and support from AVID tutors which supports strategic interventions and supports through the MTSS process (Goal 1, Action 14). These classes lead to instruction that prepares them for college and careers (Goal 1, Action 6)

Low-income, English learners, and foster youth are identified through the MTSS process focusing on evaluating pre-test to post-test growth in ELA, reading, and math which leads to in-class differentiated instruction by teachers and instructional assistants, based on the analysis of data by school site MTSS Data Teams (Goal 1, Action 14).

Low-income, English learners, and foster youth receive targeted academic support by teachers and instructional assistants through in-class instructional differentiation (individualized and small group instruction) and the implementation of GLEAM and Universal Design for Learning (Goal 1, Action 15) which is closely monitored through the MTSS process (Goal 1, Action 14)

Low-income, English learners, and foster youth are scheduled in intervention courses and programs in ELA and math based on NWEA and Exact Path pre-tests and progress monitoring data analysis during monthly MTSS collaborative meetings of teachers and instructional assistants (Goal 1 Action 14)

Low-income, English learners, and foster youth are identified through the MTSS process focusing on evaluating pre-test to post-test growth in ELA, reading, and math which leads to, 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 receive support through extended learning time during ELA and math intervention courses during the school day, after school support from teachers (3:30-4:30 PM), online and in-person tutoring (lunch time, after school and on weekends), after school Learning instruction (Goal 1, Action 18) and online Edmentum credit recovery courseware and Language Tree curriculum (Goal 1, Action 17).

Low income, English learners, and foster youth receive support from the school social worker for social-emotional learning, attendance in school, and behavior (Goal 2, Action 1 & Goal 2, Action 7).

Low income, English learners, and foster youth are provided with ways to encourage participation in school and encourage engagement through enrichment activities designed to focus not primarily academic tasks through student sports, activities, and after school programing (Goal 2, Action 3)

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 6).

Low income, English learners, and foster youth receive behavioral/mental health counseling and social-emotional support through onsite supports as well as access to CAREspace for themselves and their families.(Goal 2, Action 4 and Goal 2, Action 7).

Low Income, and foster youth receive support with school transitions form 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 engage in formative assessments to measure pre-test to post-test growth in ELA, reading, and math as well as initial and summative ELPAC,pre-/post Tell testing which leads to in-class differentiated instruction by teachers and instructional assistants, after-school tutoring by teachers and contracted providers, summer school instruction based on the analysis of data, and possible reclassification. This will be continued to be monitored through our MTSS process as a high priority.(Goal 3, Action 6 and Goal 1, Action 14).

English learners receive support from teachers and instructional assistants who receive ongoing training, UDL coaching, and support from the Administrator of Instructional Innovation and Support and ELA TOSA 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 Administrator of Instructional Innovation and Support and literacy contract coaches during Wednesday PLCs to collaborate and analyze results from the TELL/ELPAC (pre-/post-test results and exit criteria for English learner students) and ELPAC (Goal 3, Action 5).

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 receive multi-tiered systems of support that include extended learning time and intervention courses taught by their teachers (Goal 1, Action 14). Supporting student at within the community schools takes additional support from our school safety personnel who not only work as security but also provide mentor ship, make referrals to local agencies, support the implementation of Hazel Health (they are primary initiators). They also are essential to the the outreach and home visits conducted on a weekly basis to ensure that students are attending school (goal 2, Action 10). Working with the county child welfare agency to minimize changes in school placement – transportation MOU with all districts renewed for another three years, will begin adding charter schools , ECMs and counselors attending BID meetings and annual training on BID to reduce school change, supporting DPSS with their Welcome Centers to maintain SOO placement while foster youth are in transitional housing pending placement. RCOE will continue to responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and. Working with SPARK team through public defender to support youth in foster care and on probation to ensure ed needs are being met, especially students with disabilities and English Learners (Goal 4, Action 3).

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

N/A

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

Local Control and Accountability Plan (LCAP) Action Tables Template

Developed by the California Department of Education, March 2022

2022-2023 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 9,848,611.00	$ 11,705,616.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Broad Course of Study	No	$ 119,721	$ 53,995
1	2	Instructional Materials, Resources, and Textboo	Yes	$ 241,312	$ 122,380
1	3	Technology and Digital Literacy	Yes	$ 344,570	$ 396,107
1	4	Professional Development	Yes	$ 296,043	$ 286,137
1	5	UDL and Culturally Responsive Instruction	No	$ 96,535	$ 137,000
1	6	College and Career Readiness Counseling and	Yes	$ 33,000	$ 24,000
1	7	AVID	Yes	$ 49,074	$ 4,340
1	8	Career Technical Education Pathways	No	$ 623,210	$ 805,979
1	9	College Course Credit	No	$ 196,240	$ 279,500
1	10	California Cadet Corps	No	$ 55,000	$ -
1	11	Student Led Enterprise	No	$ 19,100	$ 19,100
1	12	Work-Based Learning and Industry Certificatio	No	$ 10,282	$ 675
1	13	Internships for Students	No	$ 56,000	$ -
1	14	Formative Assessments and MTSS Data Team	No	$ 4,302	$ 3,066
1	15	Multi-Tiered Systems of Supports (MTSS) – Cla	Yes	$ 680,885	$ 774,359
1	16	Multi-Tiered Systems of Supports (MTSS) – Aft	No	$ 100,000	$ 95,000
1	17	Monitoring instruction and learning for students	No	$ 225,397	$ 163,666
1	18	Online Courses	No	$ 157,000	$ 142,500
1	19	Credit Recovery	No	$ 65,477	$ 65,044
1	20	High School Equivalency Test (GED and HiSET	Yes	$ 1,000	$ 1,500
2	1	Attendance Supports	Yes	$ 26,000	$ 22,943
2	2	Positive Behavior Intervention and Supports	No	$ 5,400	$ 1,100
2	3	Student Sports, Activities, and After School Pro	Yes	$ 58,900	$ 79,896
2	4	Social-Emotional Support	Yes	$ 88,228	$ 136,804

				$		$	
2	5	Foster Youth Support	Yes	$	88,228	$	94,855
2	6	Behavioral/Mental Health Services	No	$	153,500	$	479,277
2	7	CARESpaces	No	$	3,000	$	3,000
2	8	Mentoring for Students	Yes	$	95,000	$	155,000
2	9	Student Transitions	Yes	$	213,252	$	230,722
2	10	School Safety Personnel	No	$	711,585	$	841,526
2	11	School Safety Equipment	No	$	260	$	296
2	12	School Safety Services	No	$	188,500	$	54,702
2	13	Clean Schools	No	$	671,421	$	538,577
2	14	Parent Communication	No	$	4,505	$	2,225
2	15	Parent Workshops	No	$	67,000	$	67,000
2	16	Parent Decision Making	No	$	2,500	$	1,500
2	17	Student Health	No	$	6,000	$	6,000
3	1	Instructional Materials for English Learners	No	$	12,000	$	11,870
3	2	English Language Development	No	$	8,200	$	5,000
3	3	Formative English Language Assessments	Yes	$	34,150	$	16,000
3	4	Instruction for ELs and Universal Design for Lea	Yes	$	88,360	$	90,000
3	5	Staff Development and Support for ELD and Ins	Yes	$	152,520	$	222,236
3	6	EL Reclassification and Progress Monitoring	No	$	1,500	$	1,500
4	1	Community School Instructional Program	Yes	$	2,571,913	$	2,761,136
4	2	Court School Instructional Program	Yes	$	387,905	$	2,395,748
4	3	Coordinate Foster Youth Services in Riverside (	No	$	119,616	$	94,855
4	4	Foster Youth High School Graduation and Colle	No	$	690,020	$	-
4	5	Transportation	No	$	25,000	$	17,500
				$	-	$	-
				$	-	$	-
				$	-	$	-
				$	-	$	-
				$	-	$	-
				$	-	$	-
				$	-	$	-
				$	-	$	-
				$	-	$	-
				$	-	$	-
				$	-	$	-
				$	-	$	-
				$	-	$	-
				$	-	$	-

2022-2023 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 1,093,270	$ 4,425,681	$ 6,533,993	$ (2,108,312)	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	2	Instructional Materials, Resources, and Textbooks	Yes	$ 40,706	$ 6,500.00	0.00%	0.00%
1	3	Technology and Digital Literacy	Yes	$ 332,570	$ 396,107.00	0.00%	0.00%
1	4	Professional Development	Yes	$ 10,500	$ -	0.00%	
1	6	College and Career Readiness Counseling and Trans	Yes	$ 6,500		0.00%	0.00%
1	7	AVID	Yes	$ 4,898		0.00%	0.00%
1	15	Multi-Tiered Systems of Supports (MTSS) – Classroo	Yes	$ 680,885	$ 774,359.00	0.00%	0.00%
1	20	High School Equivalency Test (GED and HiSET)	Yes	$ 1,000	$ 1,500.00	0.00%	0.00%
2	1	Attendance Supports	Yes	$ 14,500	$ 15,382.00	0.00%	0.00%
2	3	Student Sports, Activities, and After School Programs	Yes	$ 58,900	$ 51,900.00	0.00%	0.00%
2	4	Social-Emotional Support	Yes	$ 44,114		0.00%	0.00%
2	5	Foster Youth Support	Yes	$ 44,114		0.00%	0.00%
2	8	Mentoring for Students	Yes	$ 25,000		0.00%	0.00%
2	9	Student Transitions	Yes	$ 106,626	$ 115,361.00	0.00%	0.00%
3	3	Formative English Language Assessments	Yes	$ 34,150	$ 16,000.00	0.00%	0.00%
3	4	Instruction for ELs and Universal Design for Learning	Yes	$ 51,400		0.00%	0.00%
3	5	Staff Development and Support for ELD and Instructi	Yes	$ 10,000		0.00%	0.00%
4	1	Community School Instructional Program	Yes	$ 2,571,913	$ 2,761,136	0.00%	0.00%
4	2	Court School Instructional Program	Yes	$ 387,905	$ 2,395,748	0.00%	0.00%

2022-2023 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 3,724,758	$ 1,093,270	0.00%	29.35%	$ 6,533,993	0.00%	175.42%	$0.00 - No Carryover	0.00% - No Carryover

2023-24 Data Entry Table: Inclusion as part of the LCAP Template is optional

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2023-24	$ 42,389,964	$ 1,898,923	4.48%	0.00%	4.48%

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	Planned Percentage of Improved Services
1	1	Broad Course of Study	All	No	LEA-wide	All	All Schools	Ongoing	$ 293,640	$ 100,620	$ 293,640	$ 5,000	$ -	$ 95,620	$ 394,260	0.00%
1	2	Instructional Materials, Resources, and Textbooks	All	No	Schoolwide	English Learners	All Schools	Ongoing	$ -	$ 235,665	$ 47,200	$ 188,465	$ -	$ -	$ 235,665	0.00%
1	3	Technology and Digital Literacy	All	No	LEA-wide	All	All Schools	Ongoing	$ -	$ 349,820	$ 332,570	$ -	$ 12,000	$ 5,250	$ 349,820	0.00%
1	4	Professional Development	All	No	LEA-wide	All	All Schools	Ongoing	$ -	$ 42,300	$ 6,000	$ 28,000	$ -	$ 8,300	$ 42,300	0.00%
1	5	GLEAM, UDL and Culturally Responsive Instruction	All	No	LEA-wide	All	All Schools	Ongoing	$ -	$ 97,000	$ -	$ 97,000	$ -	$ -	$ 97,000	0.00%
1	6	College and Career Readiness Counseling and Transitions	All	Yes	Schoolwide	All	All Schools	Ongoing	$ 149,119	$ 99,968	$ 166,521	$ -	$ -	$ 82,566	$ 249,087	0.00%
1	7	AVID	All	No	Schoolwide	All	All Schools	Ongoing	$ 9,535	$ 15,000	$ -	$ -	$ -	$ 24,535	$ 24,535	0.00%
1	8	Career Technical Education Pathways	All	No	Schoolwide	All	All Schools	Ongoing	$ -	$ 645,290	$ -	$ 614,598	$ -	$ 30,692	$ 645,290	0.00%
1	9	College Course Credit	All	No	LEA-wide	All	All Schools	Ongoing	$ -	$ 105,620	$ -	$ 5,000		$ 100,620	$ 105,620	0.00%
1	10	California Cadet Corps	All	No	Schoolwide	All	All Schools	Ongoing	$ -	$ 26,000	$ -	$ -	$ -	$ 26,000	$ 26,000	0.00%
1	11	Student Led Enterprise	All	No	Schoolwide	All	All Schools	Ongoing	$ -	$ 19,100	$ -	$ 17,700	$ -	$ 1,400	$ 19,100	0.00%
1	12	Work-Based Learning and Industry Certifications	All	No	Schoolwide	All	All Schools	Ongoing	$ -	$ 10,282	$ -	$ -	$ -	$ 10,282	$ 10,282	0.00%
1	13	Internships for Students	All	No	Schoolwide	All	All Schools	Ongoing	$ -	$ 1,000	$ -	$ -	$ -	$ 1,000	$ 1,000	0.00%
1	14	Multi-Tiered Systems of Supports (MTSS) – Classroom Based and After School Supports	All	Yes	Schoolwide	All	All Schools	Ongoing	$ 869,524	$ 126,214	$ 938,738			$ 57,000	$ 995,738	0.00%
1	15	Summer School and Tutoring Support	All	No	Schoolwide	All	All Schools	Ongoing	$ 449,184	$ -	$ -	$ -	$ -	$ 449,184	$ 449,184	0.00%
1	16	Monitoring instruction and learning for students with disabilities	All	No	Limited	English Learners	All Schools	Ongoing	$ -	$ 102,500	$ -	$ 52,500	$ -	$ 50,000	$ 102,500	0.00%
1	17	Online Courses	All	No	LEA-wide	All	All Schools	Ongoing	$ -	$ 32,739	$ -	$ 32,739	$ -	$ -	$ 32,739	0.00%
1	18	Credit Recovery	All	No	Limited	All	All Schools	Ongoing	$ -	$ 32,739	$ -	$ 32,739	$ -	$ -	$ 32,739	0.00%
1	19	High School Equivalency Test (GED and HiSET)	All	No	Limited	Foster Youth and Low-Income	All Schools	Ongoing	$ 123,678	$ 1,000	$ 1,000	$ -	$ -	$ 123,678	$ 124,678	0.00%
2	1	Attendance Supports	All	No	LEA-wide	Foster Youth and Low-Income	All Schools	Ongoing	$ -	$ 34,500	$ 24,500	$ -	$ -	$ 10,000	$ 34,500	0.00%
2	2	Positive Behavior Intervention and Supports	All	No	LEA-wide	All	All Schools	Ongoing	$ -	$ 55,400	$ 31,900	$ -	$ -	$ 23,500	$ 55,400	0.00%
2	3	Student Sports, Activities, and After School Programs	All	No	LEA-wide	All	All Schools	Ongoing	$ -	$ 58,900	$ 52,900	$ -	$ -	$ 6,000	$ 58,900	0.00%
2	4	Social-Emotional Support	All	No	LEA-wide	English Learners and Low-Income	All Schools	Ongoing	$ 50,487	$ -	$ -	$ -	$ -	$ -	$ 50,487	0.00%
2	5	Foster Youth Support	Foster Youth	No	Limited	Foster Youth	All Schools	Ongoing	$ 50,487	$ -	$ -	$ -	$ -	$ -	$ 50,487	0.00%
2	6	Behavioral/Mental Health Services	All	No	Schoolwide	All	All Schools	Ongoing	$ -	$ 1,985,413	$ 3,000	$ 375,000	$ 177,413	$ 1,430,000	$ 1,985,413	0.00%
2	7	CARESpaces	All	Yes	Schoolwide	All	All Schools	Ongoing	$ 245,958	$ -	$ 127,686	$ -	$ -	$ 118,272	$ 245,958	0.00%
2	8	Mentoring for Students	All	No	Limited	Foster Youth and Low-Income	All Schools	Ongoing	$ -	$ 95,000	$ -	$ -	$ -	$ 95,000	$ 95,000	0.00%
2	9	Student Transitions	All	Yes	LEA-wide	Foster Youth and Low-Income	All Schools	Ongoing	$ 125,669	$ 32,000	$ 125,669	$ -	$ 32,000	$ -	$ 157,669	0.00%
2	10	School Safety Personnel	All	Yes	LEA-wide	All	All Schools	Ongoing	$ 964,958	$ -	$ 694,612	$ 55,964	$ -	$ 214,382	$ 964,958	0.00%
2	11	School Safety Equipment	All	No	Schoolwide	All	All Schools	Ongoing	$ -	$ 2,300	$ 2,300	$ -	$ -	$ -	$ 2,300	0.00%
2	12	School Safety Services	All	No	Schoolwide	All	All Schools	Ongoing	$ -	$ 29,470	$ 29,470	$ -	$ -	$ -	$ 29,470	0.00%
2	14	Clean Schools	All	No	LEA-wide	All	All Schools	Ongoing	$ -	$ 614,892	$ 614,892	$ -	$ -	$ -	$ 614,892	0.00%
2	14	Parent Communication	All	No	LEA-wide	All	All Schools	Ongoing	$ -	$ 8,500	$ 8,500	$ -	$ -	$ -	$ 8,500	0.00%
2	15	Parent Workshops	All	No	Schoolwide	All	All Schools	Ongoing	$ -	$ 65,050	$ -	$ -	$ -	$ 65,050	$ 65,050	0.00%
2	16	Parent Decision Making	All	No	Schoolwide	All	All Schools	Ongoing	$ -	$ 2,500	$ 2,000	$ -	$ -	$ 500	$ 2,500	0.00%

		Title	Student Group	New/Modified	Scope	Unduplicated Student Group(s)	Location	Timeframe	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Percentage
2	17	Student Health	All	No	LEA-wide	All	All Schools	Ongoing	$ -	$ 30,000	$ -	$ -	$ -	$ 30,000	$ 30,000	0.00%
3	1	Instructional Materials for English Learners	All	No	Limited	English Learners	All Schools	Ongoing	$ -	$ 49,000	$ 15,000	$ -	$ -	$ 34,000	$ 49,000	0.00%
3	2	English Language Development	EL	No	Limited	English Learners	All Schools	Ongoing	$ 150,003	$ -	$ -	$ -	$ -	$ 150,003	$ 150,003	0.00%
3	3	Formative English Language Assessments	EL	No	Limited	English Learners	All Schools	Ongoing	$ -	$ 5,000	$ -	$ -	$ -	$ 5,000	$ 5,000	0.00%
3	4	Instruction for ELs and Universal Design for Learning	EL	No	Limited	English Learners and Low-Income	All Schools	Ongoing	$ -	$ 19,350	$ 5,150	$ 6,000	$ -	$ 8,200	$ 19,350	0.00%
3	5	Staff Development and Support for ELD and Instruction	EL	No	Limited	English Learners	All Schools	Ongoing	$ 84,377	$ -	$ -	$ -	$ -	$ 84,377	$ 84,377	0.00%
3	6	EL Reclassification and Progress Monitoring	EL	No	Limited	English Learners	All Schools	Ongoing	$ 49,959	$ 1,500	$ 49,959	$ -	$ -	$ 1,500	$ 51,459	0.00%
4	1	Community School Instructional Program	EL	No	Schoolwide	All	All Schools	Ongoing	$ 3,705,839	$ 839,162	$ 3,705,839	$ -	$ -	$ 839,162	$ 4,545,001	0.00%
4	2	Court School Instructional Program	All	No	Schoolwide	All	Cour Schools	Ongoing	$ 1,760,228	$ 752,328	$ 1,760,228	$ -	$ -	$ 752,328	$ 2,512,556	0.00%
4	3	Coordinate Foster Youth Services in Riverside County	Foster, Low-Income	Yes	LEA-wide	Foster Youth and Low-Income	All Schools	Ongoing	$ 144,972	$ -	$ 100,983	$ -	$ -	$ 43,989	$ 144,972	0.00%
4	4	Transportation	Foster, Low-Income	No	Limited	Foster Youth and Low-Income	All Schools	Ongoing	$ -	$ 75,000	$ -	$ -	$ -	$ 75,000	$ 75,000	0.00%
									$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.00%
									$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.00%

2023-24 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 9,140,257	$ 1,510,705	$ 221,413	$ 5,153,364	16,025,739	$ 9,227,617	$ 6,798,122

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	$ 293,640	$ 5,000	$ -	$ 95,620	$ 394,260
1	2	Instructional Materials, Resources, and Textbooks	All	$ 47,200	$ 188,465	$ -	$ -	$ 235,665
1	3	Technology and Digital Literacy	All	$ 332,570	$ -	$ 12,000	$ 5,250	$ 349,820
1	4	Professional Development	All	$ 6,000	$ 28,000	$ -	$ 8,300	$ 42,300
1	5	GLEAM, UDL and Culturally Responsive Instruction	All	$ -	$ 97,000	$ -	$ -	$ 97,000
1	6	College and Career Readiness Counseling and Transitions	All	$ 166,521	$ -	$ -	$ 82,566	$ 249,087
1	7	AVID	All	$ -	$ -	$ -	$ 24,535	$ 24,535
1	8	Career Technical Education Pathways	All	$ -	$ 614,598	$ -	$ 30,692	$ 645,290
1	9	College Course Credit	All	$ -	$ 5,000	$ -	$ 100,620	$ 105,620
1	10	California Cadet Corps	All	$ -	$ -	$ -	$ 26,000	$ 26,000
1	11	Student Led Enterprise	All	$ -	$ 17,700	$ -	$ 1,400	$ 19,100
1	12	Work-Based Learning and Industry Certifications	All	$ -	$ -	$ -	$ 10,282	$ 10,282
1	13	Internships for Students	All	$ -	$ -	$ -	$ 1,000	$ 1,000
1	14	Multi-Tiered Systems of Supports (MTSS) – Classroom Based and After School	All	$ 938,738	$ -	$ -	$ 57,000	$ 995,738
1	15	Summer School and Tutoring Support	All	$ -	$ -	$ -	$ 449,184	$ 449,184
1	16	Monitoring instruction and learning for students with disabilities	All	$ -	$ 52,500	$ -	$ 50,000	$ 102,500
1	17	Online Courses	All	$ -	$ 32,739	$ -	$ -	$ 32,739
1	18	Credit Recovery	All	$ -	$ 32,739	$ -	$ -	$ 32,739
1	19	High School Equivalency Test (GED and HiSET)	All	$ 1,000	$ -	$ -	$ 123,678	$ 124,678
2	1	Attendance Supports	All	$ 24,500	$ -	$ -	$ 10,000	$ 34,500
2	2	Positive Behavior Intervention and Supports	All	$ 31,900	$ -	$ -	$ 23,500	$ 55,400
2	3	Student Sports, Activities, and After School Programs	All	$ 52,900	$ -	$ -	$ 6,000	$ 58,900
2	4	Social-Emotional Support	All	$ -	$ -	$ -	$ 50,487	$ 50,487
2	5	Foster Youth Support	Foster Youth	$ -	$ -	$ -	$ 50,487	$ 50,487
2	6	Behavioral/Mental Health Services	All	$ 3,000	$ 375,000	$ 177,413	$ 1,430,000	$ 1,985,413
2	7	CARESpaces	All	$ 127,686	$ -	$ -	$ 118,272	$ 245,958

2	8	Mentoring for Students	All	$ -	$ -	$ -	$ 95,000	$ 95,000
2	9	Student Transitions	All	$ 125,669	$ -	$ 32,000	$ -	$ 157,669
2	10	School Safety Personnel	All	$ 694,612	$ 55,964	$ -	$ 214,382	$ 964,958
2	11	School Safety Equipment	All	$ 2,300	$ -	$ -	$ -	$ 2,300
2	12	School Safety Services	All	$ 29,470	$ -	$ -	$ -	$ 29,470
2	14	Clean Schools	All	$ 614,892	$ -	$ -	$ -	$ 614,892
2	14	Parent Communication	All	$ 8,500	$ -	$ -	$ -	$ 8,500
2	15	Parent Workshops	All	$ -	$ -	$ -	$ 65,050	$ 65,050
2	16	Parent Decision Making	All	$ 2,000	$ -	$ -	$ 500	$ 2,500
2	17	Student Health	All	$ -	$ -	$ -	$ 30,000	$ 30,000
3	1	Instructional Materials for English Learners	All	$ 15,000	$ -	$ -	$ 34,000	$ 49,000
3	2	English Language Development	EL	$ -	$ -	$ -	$ 150,003	$ 150,003
3	3	Formative English Language Assessments	EL	$ -	$ -	$ -	$ 5,000	$ 5,000
3	4	Instruction for ELs and Universal Design for Learning	EL	$ 5,150	$ 6,000	$ -	$ 8,200	$ 19,350
3	5	Staff Development and Support for ELD and Instruction	EL	$ -	$ -	$ -	$ 84,377	$ 84,377
3	6	EL Reclassification and Progress Monitoring	EL	$ 49,959	$ -	$ -	$ 1,500	$ 51,459
4	1	Community School Instructional Program	EL	$ 3,705,839	$ -	$ -	$ 839,162	$ 4,545,001
4	2	Court School Instructional Program	All	$ 1,760,228	$ -	$ -	$ 752,328	$ 2,512,556
4	3	Coordinate Foster Youth Services in Riverside County	Foster, Low-Income	$ 100,983	$ -	$ -	$ 43,989	$ 144,972
4	4	Transportation	Foster, Low-Income	$ -	$ -	$ -	$ 75,000	$ 75,000
				$ -	$ -	$ -	$ -	$ -
				$ -	$ -	$ -	$ -	$ -
				$ -	$ -	$ -	$ -	$ -
				$ -	$ -	$ -	$ -	$ -
				$ -	$ -	$ -	$ -	$ -
				$ -	$ -	$ -	$ -	$ -
				$ -	$ -	$ -	$ -	$ -
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				$ -	$ -	$ -	$ -	$ -
				$ -	$ -	$ -	$ -	$ -
				$ -	$ -	$ -	$ -	$ -

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 42,389,964	$ 1,898,923	4.48%	0.00%	4.48%	$ 2,154,209	0.00%	5.08%	Total:	$ 2,154,209
								LEA-wide Total:	$ 921,264
								Limited Total:	$ -
								Schoolwide Total:	$ 1,232,945

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	6	College and Career Readiness Counseling	Yes	Schoolwide	All	All Schools	$ 166,521	0.00%
1	14	Multi-Tiered Systems of Supports (MTSS) –	Yes	Schoolwide	All	All Schools	$ 938,738	0.00%
2	7	CARESpaces	Yes	Schoolwide	All	All Schools	$ 127,686	0.00%
2	9	Student Transitions	Yes	LEA-wide	Foster Youth and Low-Income	All Schools	$ 125,669	0.00%
2	10	School Safety Personnel	Yes	LEA-wide	All	All Schools	$ 694,612	0.00%
4	3	Coordinate Foster Youth Services in Riversi	Yes	LEA-wide	Foster Youth and Low-Income	All Schools	$ 100,983	0.00%

Instructions

Plan Summary

Engaging Educational Partners

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 Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (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 local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the 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*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. 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 Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners 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* Section 52064[b][4-6]).

- o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

- o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 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 educational partners 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 tool for engaging educational partners.

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 educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners 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 educational partners 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 educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 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 and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 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 LEA, its schools, and its students in grades TK–12, as applicable to the LEA. 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, input from educational partners, 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? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). 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.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, 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 engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners 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 educational partners 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 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 engagement of educational partners 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 process used to engage educational partners and how this engagement was considered before finalizing the LCAP."

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners 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 educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

Prompt 2: "A summary of the feedback provided by specific educational partners."

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

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific input from educational partners."

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the 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 educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners 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 educational partner 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 educational partners 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 educational partners 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 educational partners. 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 educational partners, 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.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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 2020–21 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** or when adding a new metric.

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 action 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 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 schoolwide 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 and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages 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 educational partners. 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 educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, 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 educational partners 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

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated 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).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs 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).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or 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 schoolwide 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 schoolwide 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 percent 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 percent 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, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent 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 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, 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 Schoolwide Basis:

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

For schools with 40 percent 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 schoolwide basis at a school with less than 40 percent 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, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. 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.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word "input" has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

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, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.

- **1. Projected LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming 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.

- **Contributing to Increased or Improved Services?:** 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), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide 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 transitional kindergarten through grade five), 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."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **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).

- o **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **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.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

  - o As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

    For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

- **10. Estimated Actual Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Estimated Actual LCFF Base Grant and the Estimated Actual LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)

  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column

- 5. Total Planned Percentage of Improved Services

  - This percentage is the total of the Planned Percentage of Improved Services column

- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)

  - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater

than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- 6. Estimated Actual LCFF Supplemental and Concentration Grants

  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- 4. Total Planned Contributing Expenditures (LCFF Funds)

  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions

  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)

- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 4 from 7)

  - This amount is the Total Planned Contributing Expenditures (4) subtracted from the Total Estimated Actual Expenditures for Contributing Actions (7)

- 5. Total Planned Percentage of Improved Services (%)

  - This amount is the total of the Planned Percentage of Improved Services column

- 8. Total Estimated Actual Percentage of Improved Services (%)

  - This amount is the total of the Estimated Actual Percentage of Improved Services column

- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)

  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)

- o This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)

  - o If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)

  - o This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).