

RCOE Local Control and Accountability Plan (LCAP) Annual Review 2025

LCFF Budget Overview for Parents

County Office of Education (COE) Name: Riverside County Office of Education

CDS Code: 33 10330 0000000

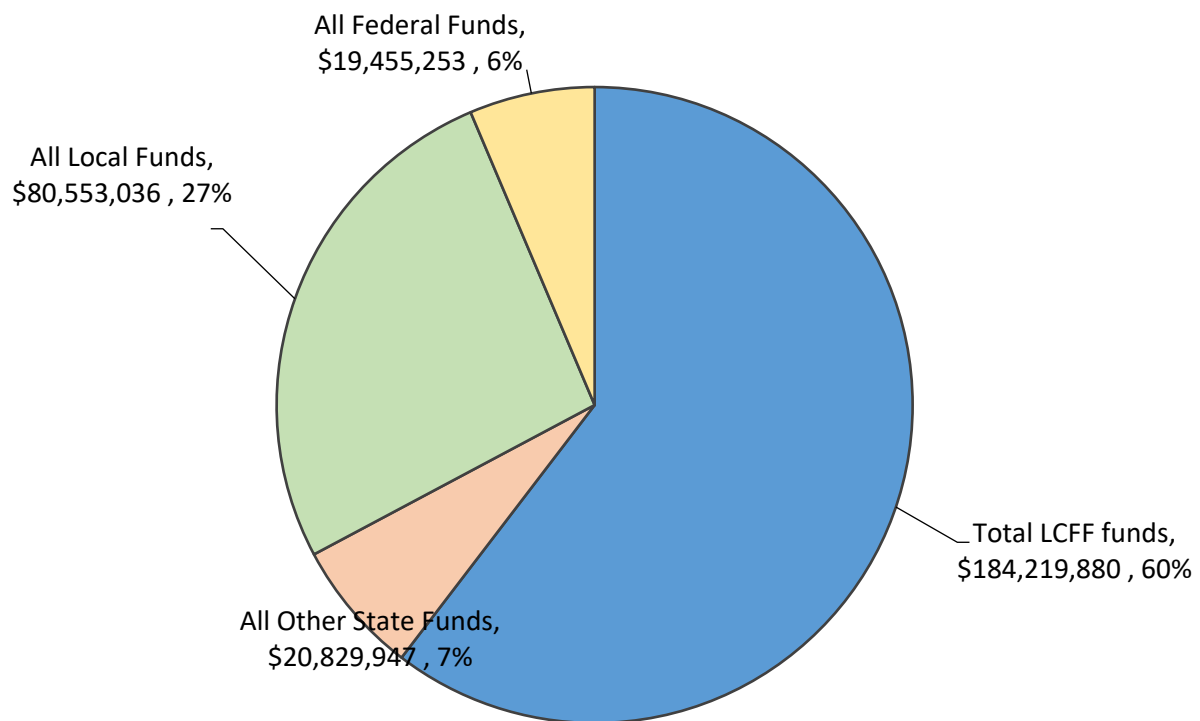
School Year: 2025-2026

LEA contact information: Deanna McCarty, Ed.D. 951-826-6464, dmccarty@rcoe.us

County Offices of Education (COEs) receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF provides funding for 1) COE oversight activities of its school districts and 2) COE instructional programs in the form of base level of funding for all students 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 2025-2026 School Year

Projected Revenue by Fund Source



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

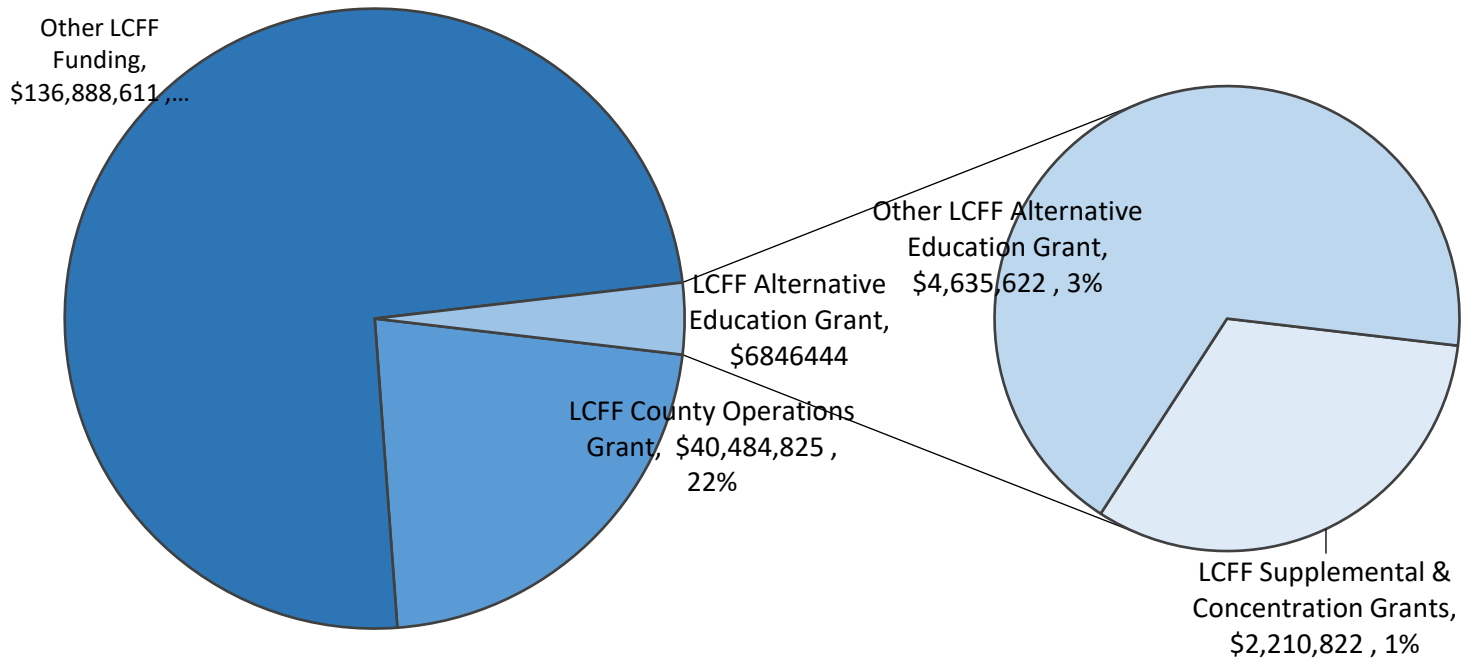
The text description for the above chart is as follows: The total revenue projected for Riverside County Office of Education is \$305,058,116.00, of which \$184,219,880.00 is Local Control Funding Formula (LCFF), \$20,829,947.00 is other state funds, \$80,553,036.00 is local funds, and \$19,455,253.00 is federal funds.

Of the \$20,829,947.00 attributed to All Other State Funds, \$772,170.00 are attributed to the Student Support

LCFF Budget Overview for Parents

LCFF Budget Overview for the 2025-2026 School Year

Projected LCFF Revenue



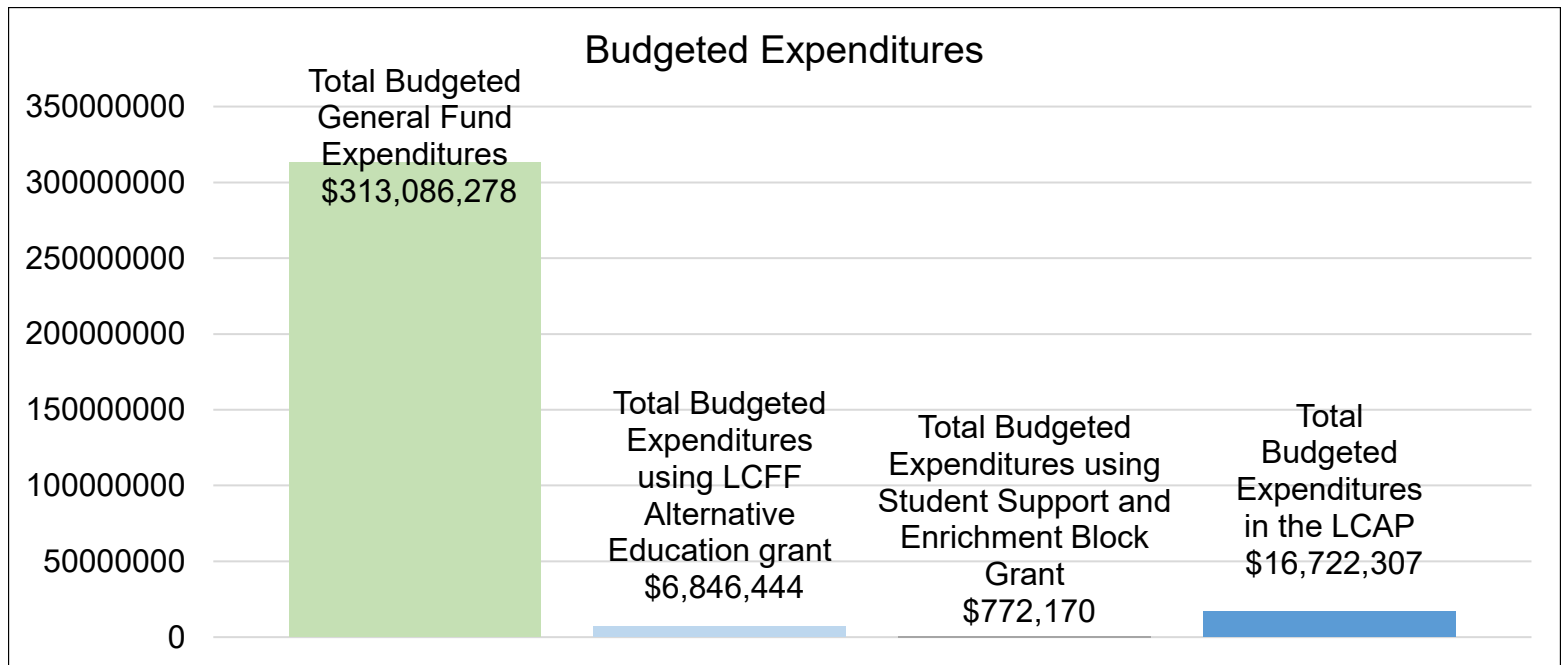
This chart shows the LCFF revenue Riverside County Office of Education expects to receive in the coming

The text description for the above chart is as follows: The total LCFF revenue projected for Riverside County Office of Education is \$184,219,880.00, of which \$40,484,825.00 is attributed to the LCFF County Operations Grant, \$6,846,444.00 is attributed to the LCFF Alternative Education Grant, and \$136,888,611.00 is other LCFF funds. Of the \$6,846,444.00 attributed to the LCFF Alternative Education Grant, \$2,210,822.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

Differentiated Assistance and Minimum State Aid funding were received, which are used to support districts and are not allocated to the Alternative Education Program

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.

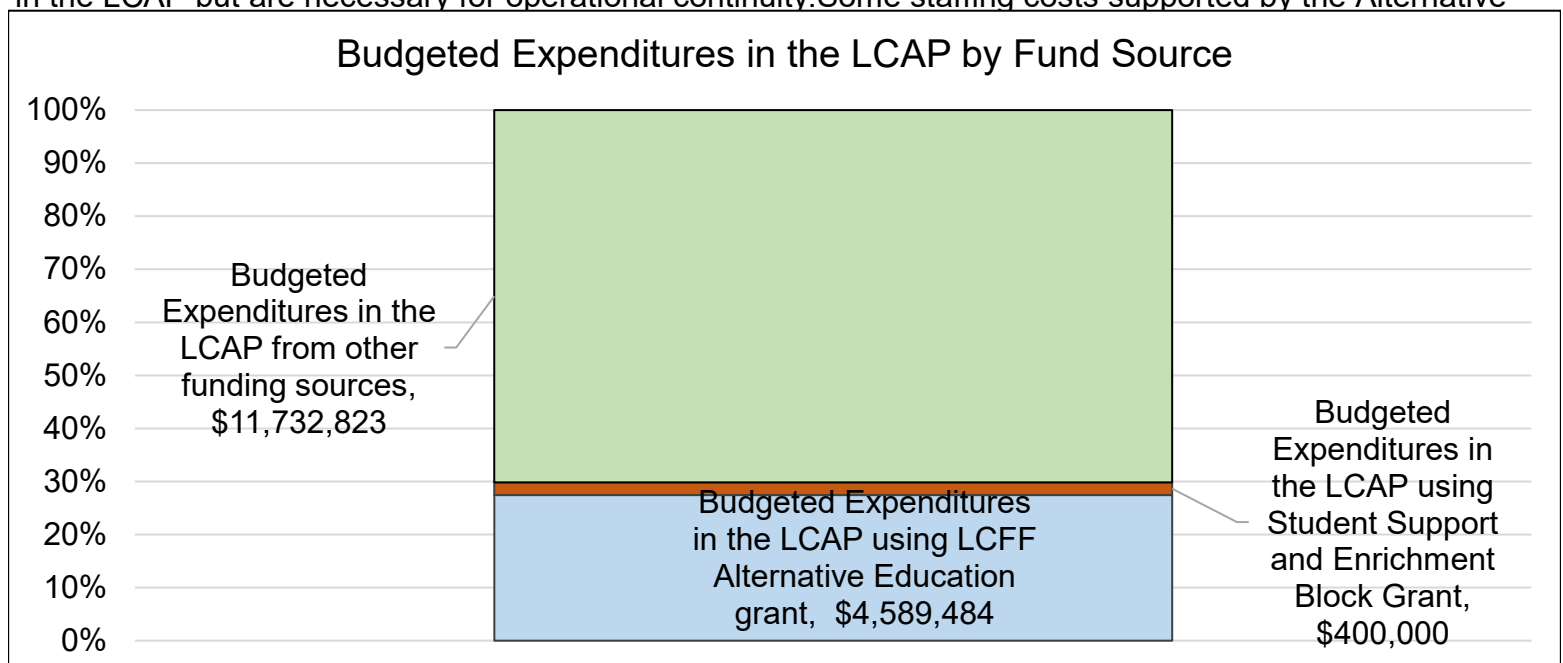
LCFF Budget Overview for Parents



This chart provides a quick summary of how much Riverside County Office of Education plans to spend for 2025-2026. 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 \$313,086,278.00 for the 2025-2026 school year. Of that amount, \$6,846,444.00 is attributed to the Alternative Education Grant and \$772,170.00 is attributed to the Student Support and Enrichment Block Grant. \$296,363,971.00 of the General Fund Budgeted Expenditures are not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

These funds reflect expenditures overseen by the County Superintendent and are provided as part of the general operations of a County Office. They support system-wide functions that are not specifically outlined in the LCAP but are necessary for operational continuity. Some staffing costs supported by the Alternative



LCFF Budget Overview for Parents

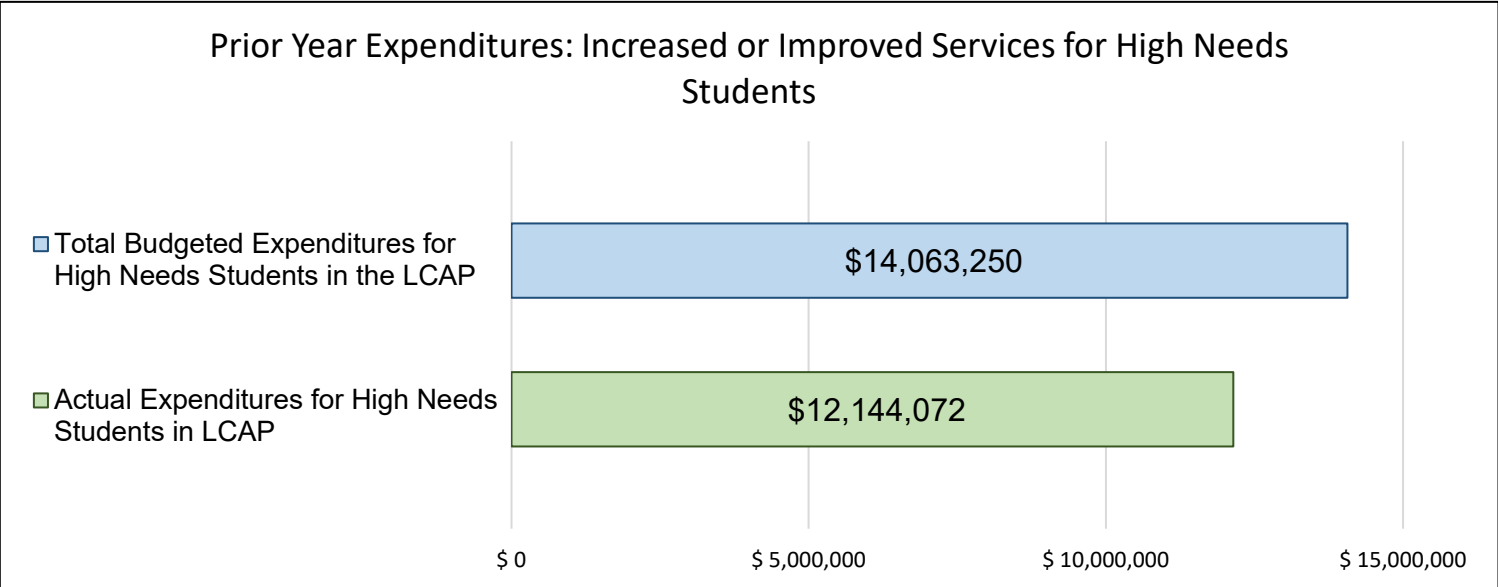
This chart provides a quick summary of how much Riverside County Office of Education plans to spend for 2025-2026 for planned actions and services in the LCAP.

The text description of the above chart is as follows: Riverside County Office of Education plans to spend \$16,722,307.00 on actions/services in the LCAP. Of those funds, \$4,589,484.00 is attributed to the Alternative Education Grant and \$400,000.00 is attributed to the Student Support and Enrichment Block Grant

Increased or Improved Services for High Needs Students in the LCAP for the 2025-2026 School Year

In 2025-2026, Riverside County Office of Education is projecting it will receive \$2,210,822.00 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 \$2,655,517.00 towards meeting this requirement, as described in

Update on Increased or Improved Services for High Needs Students in 2024-2025



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

The text description of the above chart is as follows: In 2024-2025, Riverside County Office of Education's LCAP budgeted \$14,063,250.00 for planned actions to increase or improve services for high needs students. Riverside County Office of Education actually spent \$12,144,072.00 for actions to increase or improve services for high needs students in 2024-2025. The difference between the budgeted and actual expenditures of \$1,919,178.00 had the following impact on Riverside County Office of Education's ability to increase or improve services for high needs students:

Due to a higher number of teacher vacancies during the 2024–2025 school year, the actual expenditures for actions and services to support high-needs students were less than budgeted. These staffing shortages directly impacted the delivery of in-person tutoring and additional academic support, reducing the number of

LCFF Budget Overview for Parents: Narrative Responses

COE LCFF Budget Overview for Parents Narrative Responses Sheet

A prompt may display based on information provided in the Data Input tab. If a prompt displays the county office must respond to the prompt

Required Prompt(s)	Response(s)
Briefly describe the LCFF funds that the county office receives that are not attributed to the County Operations Grant and the Alternative Education Grant.	Differentiated Assistance and Minimum State Aid funding were received, which are used to support districts and are not allocated to the Alternative Education Program
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	These funds reflect expenditures overseen by the County Superintendent and are provided as part of the general operations of a County Office. They support system-wide functions that are not specifically outlined in the LCAP but are necessary for operational continuity.
The amount budgeted for the Alternative Education Grant in the 2025-2026 LCAP is less than the projected revenue for the Alternative Education Grant for 2025-2026. Briefly describe the uses of the Alternative Education Grant funds that are not included in the LCAP.	Some staffing costs supported by the Alternative Education Grant are not reflected in the LCAP because these positions are budgeted and accounted for within other program budgets. This approach allows for more strategic allocation of resources across programs while ensuring essential staffing is maintained to support student needs within Alternative Education. Some staffing costs supported by the Alternative Education Grant are not reflected in the LCAP because these positions are budgeted and accounted for within other program budgets. This approach allows for more strategic allocation of resources across programs while ensuring essential staffing is maintained to support student needs within Alternative Education
The amount budgeted for the Student Support and Enrichment Block Grant in the 2025-2026 LCAP is less than the projected revenue for the Student Support and Enrichment Block Grant for 2025-2026. Briefly describe the uses of the Student Support and Enrichment Block Grant funds that are not included in the LCAP.	Funds from the Student Support and Enrichment Block Grant that were not expended in the prior year are being carried over and strategically used to expand Career Technical Education (CTE) programming. Moving forward, these funds will support the addition of new staff positions specifically aligned to support CTE and student enrichment within Alternative Education.
No response required.	

LCFF Budget Overview for Parents: Narrative Responses

The total actual expenditures for actions and services to increase or improve services for high needs students in 2024-2025 is less than the total budgeted expenditures for those planned actions and services. Briefly describe how this difference impacted the actions and services and the overall increased or improved services for high needs students in 2024-2025.

Due to a higher number of teacher vacancies during the 2024–2025 school year, the actual expenditures for actions and services to support high-needs students were less than budgeted. These staffing shortages directly impacted the delivery of in-person tutoring and additional academic support, reducing the number of students who were able to access individualized, face-to-face assistance. While this limited the reach of planned supports, students continued to have access to **online support services**, ensuring some level of continued academic assistance despite the staffing constraints.

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, Ed.D., Executive Director	dmccarty@rcoe.us , 951-826-6464

Plan Summary 2025-2026

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

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 is well-prepared for college and careers. This year, both the Community School and Court School went through the WASC Accreditation process. The Community School was granted a six-year accreditation status through June 30, 2030, with a mid-cycle visit during the 2026-2027 school year. The Court School was granted a six-year accreditation status through June 30, 2030, with a mid-cycle report in the 2026-2027 school year. It should be noted that a six-year accreditation status with a mid-cycle progress report is the highest level of accreditation status. This status indicates that “there is compelling evidence that the school needs little, if any, additional support for high-quality student learning and the implementation, monitoring, and accomplishment of the schoolwide action plan.”

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.

In alignment with this mission, vision, and pledge, the Superintendent's Initiatives serve as a strategic foundation for the development and continuous improvement of educational programs across the county. These initiatives are particularly impactful in guiding the direction of alternative education programs, ensuring that students who have historically faced barriers to success receive targeted, responsive supports. The **Foster Youth Success Initiative** directly supports one of our most vulnerable student populations by strengthening the connections between schools, community organizations, and government agencies. Through this initiative, alternative education programs can better address the academic, behavioral, and transitional needs of foster youth.

The **Mental Health Initiative** reinforces our commitment to meeting the social-emotional needs of students. With a focus on equity and access, this initiative informs our efforts to ensure students in alternative settings have timely access to mental health services and trauma-informed care.

The **Financial Literacy Initiative** aligns with our goal of preparing students for independence and lifelong success. By embedding financial literacy into our programs, we empower students—many of whom are preparing for adulthood without traditional family support—to make informed financial decisions.

The **Literacy by 5th Grade Initiative** underscores the importance of early and ongoing literacy intervention. This informs our instructional practices, especially for students in our programs who enter below grade level in reading and require differentiated, accelerated support.

The **Competitive Edge Initiative** promotes inclusive practices and cultural understanding, shaping a school culture where every student feels seen, valued, and respected. This supports our work in creating safe and affirming environments for all learners.

Together, these initiatives offer a clear and cohesive framework that guides the design, implementation, and refinement of alternative education programs, ensuring we remain aligned with RCOE's countywide vision of equity, access, and student success

As of the CALPADS Information Day census, student enrollment totaled 310 students in RCOE Alternative Education programs in 2024-2025, with 212 students in the Community School (this decreased slightly by 4 students) and 98 students in the Court School (this increased slightly from the previous year, 14). The significant student groups in the Community School by program include 77.8 % socio-economically disadvantaged, 24.5 % English learners, .9 % foster youth, and 26.4% students with disabilities. The significant student groups in the Court School program include 100 % socio-economically disadvantaged, 23.5% English learners, 5.1% foster youth, and 34.7% students with disabilities. For both Community School and Court School students predominately are male. All of the RCOE AE school sites qualify as Title I schools.

The RCOE Alternative Education Community School, consisting of 10 sites, provides a comprehensive instructional program for district referred students (expelled, SARB, parenting teens) and Probation referred students. The countywide plan for providing educational services to expelled students within Riverside County, developed by the Riverside County Superintendent of Schools in conjunction with 23 school districts, ensures educational services are available to all districts, including those in rural/isolated settings. The RCOE Community School, organized in zones throughout Riverside County, provides 180 days of instruction, offering classroom-based programs for expelled/district referred students, independent study, and programs 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 throughout the school

year. Independent study is offered for students in grades 4-6 and for those who require an alternative to a classroom setting. Student enrollment in Alternative Education is highly mobile, with enrollment durations typically lasting one or two school semesters, contingent upon expulsion and successfully meeting the terms and conditions of their rehabilitation plan. The instructional program focuses on the Common Core State Standards (CCSS) along with rigorous and relevant learning activities, including UDL, high-impact classroom strategies and routines, and Positive Behavioral Support Interventions (PBIS). Students are enrolled in UC A-G approved classes as outlined in the Riverside County Course Prospectus.

Riverside County High School (RCHS) Court School, one of the Riverside County Office of Education (RCOE) Alternative Education programs, provides a comprehensive instructional program for students in juvenile facilities operated by Riverside County Probation. Court school enrollment is reflected in the number of youth detained in the Riverside County Juvenile Justice system. Risk assessment, gang affiliation, and gender are used as primary factors for determination of unit assignments. RCHS Court School currently provides educational instruction in eight classrooms across three probation facilities throughout Riverside County. Southwest Juvenile Hall operates in the city of Murrieta, with three units (two male units and one female unit). L.F. Smith Juvenile Hall operates in the city of Indio and houses two male units. Allen M. Crogan Youth Treatment (AMC YTEC) Education Center houses three units, catering to different student populations based on their rehabilitation progress and commitment orders from the court. The four distinct populations in RCHS Court School include students in detention, students in security, students enrolled in Youth Treatment and Education for treatment, and students enrolled in the Pathways to Success program. RCHS Court School provides state and county board of education approved core academic programs designed to meet the academic requirements for high school graduation or high school equivalency. RCHS Court School exceeds the state minimum required for court school daily instruction, focusing on preparing individual students for future success in college or career. RCOE staff collaborate with partner agencies to create a supportive learning environment for at-risk students and those who have been incarcerated in the county juvenile hall facility.

Students are enrolled in the RCOE AE throughout the year based on district, probation referral, or court order. Enrollment for these programs can be very transient in nature. When comparing stability rates, the total number of students with a continuous enrollment of 245 consecutive days at one school, the RCOE AE numbers are lower than the state average. For community schools, the stability rate is 7.1% for 2023-2024. And 1.8% for students within the court schools. The stability rate of the statewide is 91.2%. and 89.1% for Riverside County.

Student expulsion orders for Community School enrollment are typically for one semester (approximately 58% of students are enrolled for one semester in the Community School and approximately 42% are enrolled for two semesters). Approximately 31% of the students are enrolled in the Community School for more than one year. The average length of stay in the Community School is 87 days. Probation placement in juvenile halls varies greatly. Approximately 62% of students are placed from one day to 30 days about 19% of students are placed from 31 to 90 days, and 19% of students are placed for more than 90 days. The average length of stay in the Court school is 44 days. This data reflects the 2023-2024 school year in its entirety. The short enrollment period, along with numerous students experiencing incomplete learning, presents significant challenges. This underscores the pressing requirement for focused, intensive teaching, interventions, and mental health assistance.

A brief enrollment period necessitates educators to concentrate on vital topics and present them in a manner easily comprehensible for at-promise students. Given their limited time for learning absorption, the instruction must facilitate their grasp of essential concepts within the allotted time. Moreover, the condensed enrollment duration can induce heightened stress and pressure among at-promise students, potentially impacting their mental well-being negatively. They might feel overwhelmed and anxious about meeting course requirements within such a short timeframe. Thus, ensuring mental health support becomes imperative to help them manage the additional stress effectively. Additionally, interventions are crucial to address any barriers hindering students' progress, such as housing instability, transportation challenges, or limited access to medical and mental health services. These students may encounter difficulties with specific subjects or skills, or they might struggle to balance program demands with other obligations. Therefore, tailored instruction and interventions are essential to assist students in overcoming these obstacles and succeeding within the abbreviated enrollment period.

Over the past year, RCOE Alternative Education has fully implemented its strategic plan to prioritize literacy and deliver targeted interventions aimed at improving student achievement. This initiative specifically focuses on enhancing proficiency in reading, writing, and financial literacy—skills that are essential for academic, personal, and professional success. Students who develop strong literacy skills are better able to comprehend complex texts, articulate their ideas clearly, and make informed decisions across all areas of life. As research consistently shows, students with higher literacy levels are more likely to graduate from high school, pursue post-secondary education, and achieve long-term success in the workforce. The tangible outcomes of this literacy-focused approach are documented in the “Success” section of the plan.

To support this emphasis, the district has successfully implemented the NWEA/MAP Growth assessment system, with an intentional focus on CAASPP-aligned questions. This tool is used to monitor literacy progress, pinpoint specific areas for growth, and ensure timely interventions. NWEA/MAP supports our diverse student population—including foster youth, English Learners, and students with disabilities—through a Universal Design for Learning (UDL) framework that ensures accessibility, equity, and accuracy in measurement.

In further alignment with our instructional priorities, we have embedded grade-level, engaging, affirming, and meaningful practices across all classrooms. Teachers have received targeted professional development to support diverse learners, with a particular focus on English Learners. Additionally, we have adopted Achieve3000 as a core tool to provide differentiated reading materials, develop vocabulary, and reinforce comprehension and critical thinking skills. Achieve3000 has proven especially effective in serving English Learners and students with disabilities, helping to increase literacy achievement and strengthen CAASPP performance.

This year, we increase our focus on **collaborative conversations**, a practice supported by John Hattie's *Visible Learning* research. With an effect size of 0.82, collaborative learning is among the most effective strategies for raising student achievement. We create structured opportunities for students to engage in academic dialogue through peer teaching, group work, reciprocal teaching, and Socratic seminars. These practices help students process and internalize content more deeply while also building communication, reasoning, and social-emotional skills.

Alongside collaborative learning, we continue to implement **focused feedback**, another high-impact practice from Hattie's research (effect size: 0.70). Educators provide specific, timely, and actionable feedback that helps students understand where they are in their learning, how they can improve, and what steps to take next. This type of feedback reinforces growth mindsets and deepens academic engagement.

Looking ahead, we are expanding our efforts through increased integration of **Project-Based Learning (PBL)** to promote **student ownership** and agency. PBL enables students to explore real-world problems, collaborate meaningfully, and demonstrate their learning in authentic ways. Combined with our continued emphasis on literacy, feedback, and collaborative dialogue, this next phase of implementation aims to elevate both academic outcomes and student engagement across all Alternative Education sites.

FOSTER YOUTH SUPPORT

The Riverside County Foster Youth Services Coordinating Program (RCFYSCP) provides comprehensive educational support to foster youth in grades K–12, including students placed in group homes and detention facilities. RCFYSCP supports academic achievement, high school graduation, and smooth transitions into college and careers. Service coordination spans across Riverside County’s 23 school districts in collaboration with the Department of Social Services, ensuring information sharing, responsiveness to the juvenile court system, and timely transfer of health and educational records. Through collaboration with the Riverside County Courts, the RCFYSCP helps implement JV535 forms, enabling the exchange of critical information with LEAs to eliminate barriers and better meet the needs of foster youth.

RCFYSCP offers extensive technical assistance to both districts and agencies, aligning efforts with Local Control and Accountability Plans (LCAPs), analyzing foster youth data, and supporting Differentiated Assistance strategies aimed at addressing persistent educational challenges. Professional development for district staff ensures understanding of current laws and best practices in supporting foster youth. The program also manages the Educational Passport System (EPS), allowing for efficient, no-cost transfer of vital health and educational records across districts, enabling informed decision-making and timely support.

From 2024 through 2027, the RCFYSCP is prioritizing support for foster youth seniors by helping them complete financial aid applications. This includes the use of data-informed practices to identify and track eligible students, offering outreach through training and resources, and exploring pilot projects for real-time validation and tracking of applications. In collaboration with LEAs, the RCFYSCP is helping design tailored support programs by enhancing data collection and assessment processes, facilitating critical academic transitions, and guiding implementation of Multi-Tiered System of Support (MTSS) frameworks. Advanced training sessions build the capacity of LEAs and partner organizations, focusing on trauma-informed practices, mitigating the impact of school mobility, and effectively engaging high-risk foster youth.

RCFYSCP School Social Workers and interns play a critical role in reducing disruptions to school placement for foster youth. They serve as liaisons between the Department of Public Social Services (DPSS), local education agencies (LEAs), and school districts, ensuring effective communication and coordination during placement changes. By advocating for school stability, they help prepare districts for the arrival or transition of foster students, promoting smoother adjustments. Their collaboration with LEAs includes the development of procedures that support timely enrollment and the management of partial credits, helping maintain educational continuity. In alignment with legal mandates such as AB 490, which upholds the rights of foster youth to remain in their school of origin when possible, RCSS staff support compliance and stability. They also participate in interdisciplinary meetings, including Child and Family Team (CFT) meetings, to address the educational needs of students during transitions and help ensure continued academic progress.

RCFYSCP also supports the county child welfare agency by providing critical education-related information that informs the delivery of services to foster youth. This includes quarterly reports to DPSS with both client-level and district-level educational data, covering academic progress, attendance, and other indicators required under the Local Control Funding Formula (LCFF). Staff monitor both academic and behavioral performance and share this data with school teams and DPSS to support informed case planning. Educational records such as

transcripts, Individualized Education Programs (IEPs), and attendance logs are made accessible to assist in court reporting and service delivery. Additionally, documentation is maintained in CWS/CMS, and comprehensive student logs are kept for each referred youth. Monthly and quarterly updates summarize educational needs, service timelines, and progress. To measure impact, pre- and post-evaluations are conducted to assess student engagement and sense of belonging, with results shared with DPSS to inform ongoing support.

The Riverside County Office of Education is utilizing our court school and community school-based grant to continue and increase access to dual enrollment and concurrent enrollment classes through staffing and programs that increase enrollment. These funds are designated to address key areas of focus within our educational plan, including expanding access to A-G courses, fostering dual enrollment partnerships, strengthening vocational and career technical education, facilitating college preparation and application support, and ensuring high school completion. The Student Enrichment and Support Block Grant will ensure that our teachers provide the highest level of instruction and support to students with the greatest amount of need. This will be done through specific support and training provided to staff to target those students who are falling behind academically and emotionally.

These funds will be utilized to enhance student support and enrichment opportunities as outlined in our educational plan. Engagement partners will continue to be informed on how these resources are allocated and used to meet our students' diverse needs.

RCOE Alternative Education also qualifies for LRBEG funding based off of the 2023 Dashboard. While there has been notable advancement since 2023 these results are referenced as baseline data for funding purposes. The 2023 California School Dashboard report for Community School indicates significantly low graduation rates for English Learners (EL), Foster Youth (FY), Homeless students, Socioeconomically Disadvantaged (SED) students, and Students with Disabilities (SWD). For community schools, these groups exhibit notably low graduation rates. Similarly, the court schools report low graduation rates for the same groups, with English Learners (EL), Foster Youth (FY), Homeless students, Socioeconomically Disadvantaged (SED) students, and Students with Disabilities (SWD).

These two areas have been areas of need for both the Court and Community Schools. While there was growth noted last year, testing on local and state assessments still indicated these to be areas of need. Specifically there were needs expressed for students in ELA and Math including those who are Hispanic or socio-economically disadvantaged. Furthermore, white students who are in the County Special Education Programs also were in the red for graduation rates.

The 2023 California School Dashboard report for RCOE Community School College and Career Indicator (CCI) preparedness rates within the area of red for English Learners (EL), Foster Youth (FY), Homeless students, Socioeconomically Disadvantaged (SED) students and Students with Disabilities (SWD). Similarly, the court schools show low readiness rates, with English Learners (EL), Foster Youth (FY), Homeless students, Socioeconomically Disadvantaged (SED) students, and Students with Disabilities (SWD).

LRBEG Funds will be used to support continued expansion of pathways that lead to CCI success such as CTE programming. Funding will also be used to develop and expand project based learning within all sites – increase engagement and rigor.

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: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

The RCOE Community School and the RCOE Court School receive Equity Multiplier funding. Students in these schools are evaluated through local indicators and the State Dashboard. The California School Dashboard is an online tool that offers communities across the state easy access to important information regarding the performance of K-12 schools and districts. It presents data across multiple measures of school success, allowing for an in-depth understanding of various performance metrics and the identification of areas needing improvement.

Local Performance Indicators

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).

Academic Performance Community Schools

All students have access to a broad course of study, maintained at 100 percent (478 students). In **2023-2024** students in RCOE County Community Schools, 100 percent of students were enrolled in a course that met the UC A-G requirements. 68.8% of all courses scheduled were UC A-G courses. 90.8 percent of students enrolled in a course received credit in a course that will satisfy an entrance requirement.

Overall rate of passage for **2023-2024** of UC A-G courses was 77%.78% of A-G courses taken by English Learners received passing marks.

84% of A-G courses taken by students with disabilities (SWDs) received passing marks.

77% of A-G courses taken by Hispanic students received passing marks.
77% of A-G courses taken by African American students received passing marks.
68% of A-G courses taken by White students received passing marks.

77% of A-G courses taken by male students received passing marks.
76% of A-G courses taken by female received passing marks.

In the first semester of the **2024-2025** school year, 100 percent (367 students) of Riverside County Community School students were enrolled in a course that will satisfy an entrance requirement for the University of California.

Overall rate of passage of UC A-G courses was 75% percent for first semester of the 2023-2024 school year.

80% of A-G courses taken by English Learners received passing marks.

81% of A-G courses taken by students with disabilities (SWDs) received passing marks.

76% of A-G courses taken by Hispanic students received passing marks.

80% of A-G courses taken by African American students received passing marks.

59% of A-G courses taken by White students received passing marks.

74% of A-G courses taken by male students received passing marks.

77% of A-G courses taken by female received passing marks.

Court Schools

All students have access to a broad course of study, maintained at 100 percent (566 students). In **2023-2024** students in RCOE Court School, 100 percent of students were enrolled in a course that met the UC A-G requirements. 99% percent of all courses scheduled were UC A-G courses. 96% of students enrolled in a course received credit in a course that will satisfy an entrance requirement.

Overall rate of passage for **2023-2024** of UC A-G courses was 72% percent.

79% of A-G courses taken by English Learners received passing marks.

78% of A-G courses taken by students with disabilities (SWDs) received passing marks.

76% of A-G courses taken by Hispanic students received passing marks.

64% of A-G courses taken by African American students received passing marks.

73% of A-G courses taken by White students received passing marks.

74% of A-G courses taken by male students received passing marks.

56% of A-G courses taken by female received passing marks.

In the first semester of the **2024-2025** school year, 100 percent (478 students) of Riverside County Court School students were enrolled in a course that will satisfy an entrance requirement for the University of California. 71.8 percent of all courses scheduled were UC A-G courses.

Overall rate of passage of UC A-G courses was 72% percent for first semester of the **2024 -2025** school year.

76% of A-G courses taken by English Learners received passing marks.

78% of A-G courses taken by students with disabilities (SWDs) received passing marks.

73% of A-G courses taken by Hispanic students received passing marks.

72% of A-G courses taken by African American students received passing marks.

62% of A-G courses taken by White students received passing marks.

73% of A-G courses taken by male students received passing marks.
61% of A-G courses taken by female received passing marks.

College and CTE Enrollment

UCR Dual Enrollment Completers

	2023-2024	2024-2025 (April)
Cyber Security	34	30
Ethnic Studies	20	4
US His Dual Enr	25	14

NWEA/MAPS

The NWEA/MAP assessment data provides essential insight into student growth in English Language Arts (ELA) and Mathematics and serves as a critical tool for guiding instruction, monitoring progress, and addressing achievement gaps. Results from the 2023–2024 school year highlight both areas of improvement and opportunities for targeted support.

In **ELA**, growth was demonstrated by **42.1%** of Community School students and **23.5%** of Court School students on paired MAP assessments. In **Mathematics**, a higher percentage of students demonstrated growth, with **57.1%** in Community School and **62.5%** in Court School showing progress. These results are especially important when viewed in the context of our student demographics: approximately **23.5%** of students across both programs are identified as English Learners, and **26.4%** are Students with Disabilities (SWD), with Court School serving an even higher proportion of SWD at **34.7%**.

These populations often require differentiated and intensive academic support. The MAP growth data, particularly in ELA, underscores the need for continued focus on literacy instruction, scaffolded supports, and professional development to meet the needs of these student groups.

It is also important to recognize that there were implementation challenges due to frequent staff turnover and reliance on substitute staff, which necessitated repeated training and may have impacted consistency in administration and data collection. As implementation stabilized during the second semester, more consistent use of the platform, especially within Court School settings, has allowed for more reliable data and informed instructional decision-making.

This data plays a pivotal role in ensuring equity and access to high-quality instruction. It reinforces the need for sustained, data-informed intervention strategies and instructional supports—particularly for English Learners and Students with Disabilities—to ensure all students are making meaningful academic progress.

AVID

The Advancement Via Individual Determination (AVID) program remains a core strategy in our efforts to support college and career readiness, with an intentional focus on students in grades 7–9. In 2024–2025, RCOE Alternative Education continues to implement AVID

strategies across participating school sites and classrooms, reflecting a strong commitment to educational equity and increasing access to rigorous academic opportunities for students who are often underrepresented in postsecondary education. We value AVID as a framework that supports student learning and growth by fostering critical thinking, organization, collaboration, and college and career readiness skills—helping students gain the confidence and tools needed to achieve their goals.

During the second semester, we successfully filled two AVID tutoring positions, enhancing the level of direct academic support for students. These AVID-trained tutors provided instructional support during class time and structured tutorial sessions, helping to deepen student engagement and reinforce academic skills.

In collaboration with RCOE’s Educational Services team, we also aligned our AVID efforts with districtwide instructional goals, particularly the focus on literacy and essential standards. This alignment ensures that AVID strategies extend beyond elective courses and are embedded schoolwide to elevate instruction and increase consistency in academic expectations.

A central component of our AVID implementation is the WICOR instructional framework, which stands for Writing, Inquiry, Collaboration, Organization, and Reading. WICOR serves as a research-based model that supports higher-level thinking, academic rigor, and student ownership of learning. By integrating WICOR strategies into daily instruction, we are reinforcing the foundational skills students need to succeed across content areas, while also promoting habits of mind that prepare them for postsecondary success.

Through this multi-faceted implementation, AVID continues to play a critical role in equipping students with the academic tools, mindsets, and supports necessary to thrive both in school and beyond.

ELL

Local Language Tree Assessment

English Learners in Community and Court Schools face persistent challenges in Reading, with over 80% of students in the Beginning range and very few showing mastery. Writing shows promise at Court, while Speaking is a strength across both schools. Listening is moderately developed, but still shows limited numbers at full proficiency.

Implications:

These patterns indicate that English Learners in Court and Community schools benefit from oral language-rich instruction, but need intensive support in reading and listening comprehension. Instruction should prioritize integrated ELD strategies, such as using oral discussion to build reading comprehension, incorporating academic vocabulary into both listening and writing tasks, and providing structured, scaffolded reading activities. Programs should also align with the California English Learner Roadmap to ensure coherence and equity in access.

Court School – English Learners

Reading: 82.6% are in the Beginning range, with no students at Well Developed — indicating significant need for targeted reading support.

Writing: The strongest area for Court ELs, with 38.9% Well Developed and only 16.7% Beginning.

Speaking: A major strength, with 46.2% Well Developed, and only 7.7% at Beginning, suggesting high levels of verbal English proficiency.

Listening: 32.1% Beginning, 7.1% Moderately Developed, 42.9% Somewhat Developed, and 17.9% Well Developed. Interesting that when compared with Community school, students are overall better, but still an area for growth.

Court School English Learners show strong expressive language skills, particularly in Speaking and Writing, and a better Listening profile than other sites. However, the Reading gap remains critical. Instruction should focus on language-rich environments that emphasize reading fluency, vocabulary development, and comprehension while reinforcing understanding through writing and oral language connections.

Community School – English Learners

Reading: 82.1% of students are at the Beginning level, with only 3.6% Well Developed, indicating major gaps in foundational English reading skills.

Writing: 46.2% are Moderately Developed, showing some growth potential, but only 7.7% are at the highest level.

Speaking: A relative strength, with 33.3% Well Developed and 46.7% Moderately Developed, showing most students can verbally communicate effectively in English.

Listening: 19.2% Beginning, 53.8% Moderately Developed, 19.2% Somewhat Developed, and 7.7% Well Developed — better than Reading outcomes, but still limited in mastery.

English Learners at Community School exhibit stronger development in oral language (Speaking and Listening), while Reading and Writing remain critical needs. While many students are making progress in receptive language, more targeted support is needed to increase proficiency. Instruction should focus on interactive literacy strategies that combine listening, speaking, and reading to strengthen comprehension and confidence with academic text.

Overall

English Learners in Community and Court Schools face persistent challenges in Reading, with over 80% of students in the Beginning range and very few showing mastery. Writing shows promise at Court, while Speaking is a strength across both schools. Listening is moderately developed, but still shows limited numbers at full proficiency.

Implications:

These patterns indicate that English Learners in Court and Community schools benefit from oral language-rich instruction, but need intensive support in reading and listening comprehension. Instruction should prioritize integrated ELD strategies, such as using oral discussion to build reading comprehension, incorporating academic vocabulary into both listening and writing tasks, and providing structured, scaffolded reading activities. Programs should also align with the California English Learner Roadmap to ensure coherence and equity in access.

English Learner Progress – Summative ELPAC Results

The 2023–2024 Summative ELPAC results provide critical insights into the progress of English Learners enrolled in the Riverside County Office of Education’s Juvenile Court and Community School programs. Data indicate that students in both settings continue to face significant challenges in achieving English language proficiency, particularly in the domains of writing and reading.

In the **Juvenile Court School Program**, only 10.81% of English Learners scored at Level 4 (Well Developed), with 13.51% at Level 3 (Moderately Developed). The majority of students remain in the developing stages, with 32.43% at Level 2 and 43.24% at Level 1. Oral language outcomes were slightly more encouraging, with 16.22% scoring at Level 4 and 32.43% at Level 3. However, written language remains the most urgent area for improvement, with no students reaching Level 4 and just 5.41% scoring at Level 3. Domain-specific results showed relative strength in speaking, where 58.33% of students were well developed, but significant deficits in reading and writing, where 56.76% and 38.11% of students, respectively, remain at the beginning development level. Listening comprehension was also a concern, with 54.05% of students scoring in the beginning range and no students reaching the highest level.

Similarly, in the **Community School Program**, only 3.85% of English Learners scored at Level 4 overall, and 25% scored at Level 3. A combined 71.16% of students scored at Levels 1 and 2, indicating that most students are still acquiring foundational language skills. Oral language scores were somewhat stronger, with 19.23% of students at Level 4 and 38.54% at Level 3. However, written language outcomes were extremely limited, with no students scoring at Level 4 and only 5.77% at Level 3. In the domain analysis, speaking emerged as a strength, with 56.88% of students performing at a well-developed level. Listening, reading, and writing continued to show significant need, particularly in writing, where only 1.92% were well developed and 30.77% remained at the beginning level. Reading mirrored this trend, with 61.54% of students still beginning to develop.

Overall Summary and Implications for LCAP

Across both the Court and Community School programs, the data show that the majority of English Learners are still in the early stages of English language development, particularly in writing and reading. While oral language skills—especially speaking—are stronger, foundational academic language needed for long-term success remains underdeveloped. These findings point to the need for intensified, structured supports that integrate designated and integrated English Language Development (ELD), scaffolded academic instruction, and literacy strategies across content areas. Writing instruction, in particular, must be a central focus in professional development and curriculum planning. Listening comprehension should also be prioritized to support students’ full access to the curriculum. Continued monitoring and use of formative assessments, combined with targeted interventions, will be essential in accelerating progress for English Learners and ensuring they are equipped for academic success and reclassification.

School Safety/Social Emotional Well Being (Conditions/Climate)

Students within the Court and Community School programs often enter after experiencing significant trauma or disruption. To ensure early identification and reduce stigma around seeking help, every student meets with a Behavioral Health Therapist (BHT) at least once upon

enrollment—this “one-touch” model initiates a relationship and opens the door for future support. In addition to individualized, one-on-one services, the Behavioral Health and Therapeutic Services (BHTS) team also provides in-class presentations, family counseling, and is available to respond to emergencies or crises that arise on campus. To further support students and families beyond the school setting, we have integrated the use of Health Navigators—dedicated staff who assist families in accessing local resources such as food, housing, medical care, and other community-based services. These navigators guide families through the process and help connect them with programs like IEHP and other vital supports, ensuring that students' overall well-being is addressed both in and out of school.

The results of the Panorama Student SEL Surveys from Semester 1 and Semester 2 provide valuable insight into the social-emotional needs and strengths of students within RCOE Alternative Education. While some areas showed small gains, others highlight persistent challenges that require targeted support.

The analysis of the Panorama Student SEL Surveys across RCOE Alternative Education reveals important trends in students' social-emotional development and highlights key areas of strength and needed support as we look ahead to the new school year. Drawing from both Semester 1 and Semester 2 data, as well as site-level results, clear patterns have emerged that can inform priorities for school sites and Behavioral Health Teams (BHTs).

Self-Management continues to be a relative strength across the system. Court Schools demonstrated particularly strong performance in this area, maintaining or improving scores into the high 60s and 70s across both semesters. This indicates that students are able to stay focused, follow directions, and engage productively in class, foundational behaviors that can support further academic and emotional growth. Community Schools showed more variability, but several also performed well in this domain, suggesting a strong base to build from.

Emotion Regulation showed modest improvement from Semester 1 to Semester 2 across the system but remains an area for continued support. Court Schools showed stronger performance overall in this area, while several Community Schools scored lower, with students reporting difficulty calming themselves down, thinking before acting, or managing frustration. This reflects the need to embed regular regulation strategies into the school day and continue supporting students in developing coping tools.

Self-efficacy and Growth Mindset were the lowest-scoring areas overall and declined slightly in Semester 2. Across both Court and Community Schools, many students reported a lack of confidence in their ability to succeed academically or improve over time with effort. These patterns point to a clear opportunity to strengthen practices that build academic confidence, reinforce progress, and help students see learning as a process. Providing frequent feedback, celebrating small wins, and offering opportunities for reflection will be key strategies.

Social Awareness and **Social Perspective-Taking** also remain areas for growth. Students across both settings reported challenges in understanding others' perspectives, empathizing with peers, and navigating conflict respectfully. These skills are essential for building a supportive learning environment and positive relationships, and they require intentional focus through classroom instruction, peer activities, and guided conversations.

As we move into the new year, **school sites** can support these needs by maintaining clear expectations, consistent routines, and integrating SEL practices into everyday learning. Emphasizing student goal-setting, academic reflection, and classroom conversations around growth and empathy will be valuable tools.

Behavioral Health Teams have made a strong impact this year by helping students identify their emotions and work toward personal goals. Building on this foundation, BHTs can continue to lead small group sessions focused on emotional regulation, confidence-building, and

resilience. Collaboration with teachers to support classroom-based SEL and reinforce consistent strategies will further increase their impact. In Court Schools, where students have demonstrated higher levels of structure and regulation, there is an opportunity to deepen this work and model effective strategies that can be shared across all programs

Parent Feedback

As part of our development process, parents completed a Parent Engagement Self-Reflection Tool. The results offer meaningful insight into our ongoing efforts to build strong partnerships with families and highlight both key strengths and areas where we can continue to grow.

Survey responses reflected consistently strong ratings across nearly all areas of parent engagement, with average scores ranging from 4.2 to 4.5 on a 5-point scale. The highest-rated areas included our use of two-way communication with families in accessible and understandable language, the professional development offered to teachers and principals to support family engagement, and the provision of information and resources that help families support student learning and development at home. These responses affirm the work done to create welcoming school environments, maintain regular communication, and empower families as essential partners in the educational process.

While most areas scored highly, there are indicators that suggest opportunities for continued development. One area that stood out was our ability to support staff in learning about each family’s unique strengths, cultures, languages, and goals for their children. This indicator received the lowest average rating, suggesting the need for a deeper commitment to culturally responsive practices. Additionally, although still positively rated, areas such as engaging families in advisory groups and decision-making, and helping families understand and advocate for their legal rights, also reflected a wider range of responses, indicating that these are areas to monitor and strengthen further.

As we move into the new school year, we will focus on building on the foundation of trust and collaboration that has been established. Continued emphasis will be placed on inclusive communication, creating space for family voice in meaningful decision-making, and ensuring all families, especially those who have traditionally been underrepresented, feel welcomed, heard, and valued. By deepening our efforts in these areas, we will further strengthen the partnership between schools and families and improve outcomes for all students.

Parent and Family Education Series Input

Fall 2024 – Riverside County Community Schools – Family Engagement Series

This session served 18 parents, with 12 completing the program and 7 submitting surveys. The workshops focused on supporting student success through college readiness, social-emotional learning (SEL), and navigating academic systems. Notable behavior changes included a 43% increase in parents frequently discussing academic readiness and a full 100% of respondents reporting frequent use of SEL strategies with their children post-program. Knowledge gains were seen across all topics, with the most significant growth in understanding college financing options and higher education systems. Digital literacy also improved, particularly in the use of ParentSquare and email communication with school staff, with an average digital literacy increase of 33%. Over 85% of parents rated the course excellent.

Fall 2024 – Juvenile Court Schools – Family Engagement Series

Held in three court school sites, this series engaged 11 parents, with 10 completing the program and 6 responding to surveys. Key goals included improving communication, SEL practices at home, and academic navigation skills. After the course, 83% of parents reported

frequently discussing academic readiness and practicing SEL strategies—marking a 50% improvement. Knowledge in areas such as college admissions, special education advocacy tools, and understanding higher education systems increased by 45% on average. Digital literacy also saw a 39% increase, with marked improvement in using ParentSquare and recognizing cyber risks such as phishing. Participants overwhelmingly rated the course and facilitators as excellent or above average.

Winter 2025 – Community Schools – Social-Emotional Learning Series

Seventeen parents participated in this session, with 9 graduating and 5 completing the final survey. This series focused on fostering social-emotional skills, understanding developmental relationships, and using digital platforms for communication. Parents reported a 10% average increase in practicing strategies that promote self-awareness and student self-efficacy. Knowledge increased dramatically in areas such as empathy, diversity, responsible decision-making, and SEL fundamentals, with up to a 65% improvement in top-rated understanding. Digital literacy jumped by 67%, especially in navigating and communicating through the ParentSquare app. All participants rated the course as excellent, with highly positive feedback on facilitator support.

California School Dashboard

The Dashboard's state measures include Academic Performance, Chronic Absenteeism, College/Career Readiness, English Learner Progress, High School Graduation Rate, and Suspension Rate. Each measure receives a performance level ranging from Red (lowest) to Blue (highest) based on current and prior year data, facilitating easy comparisons across schools and districts.

In our Local Control and Accountability Plan (LCAP) report, it is crucial to acknowledge the areas where Riverside County Office of Education (RCOE) is identified in the Red category. Specifically, the Dashboard highlights that RCOE is in the Red for Chronic Absenteeism among Long-term English Learners (LTEL). Additionally, our graduation rate is in the Red for English Learners (EL), Long-term English Learners (LTEL), Homeless, Hispanic, Students with Disabilities (SWD), and socioeconomically disadvantaged students. College and Career Readiness (CCI) also reflects Red performance levels for LTEL and SWD students.

Despite these challenges, it is important to emphasize that RCOE is a county program serving the most at-risk students. The data underscores our ongoing commitment to addressing and supporting the needs of our diverse student population. By identifying these areas through the Dashboard, we can tailor our interventions and resources more effectively to foster improved outcomes.

Our goal is to leverage this data to implement targeted strategies that address Chronic Absenteeism and improve graduation rates and college/career readiness among our most vulnerable student groups. By focusing on these key areas, we are committed to creating a supportive and inclusive educational environment where all students have the opportunity to succeed. The California School Dashboard serves as a guide for our continuous improvement efforts, highlighting where we need to direct our attention and resources to ensure equitable access to quality education for all students in Riverside County.

Academic Performance

English Language Arts (ELA) and Mathematics continue to be areas of focused improvement for both Court and Community Schools. While both programs remain in the lowest performance bands, small but meaningful progress was made in several areas from the 2022–2023 to 2023–2024 school year.

In Court Schools, the 2023–2024 CA Dashboard shows that ELA performance declined by 27 points, placing students at 192.2 points below standard, with results reported in the Red performance band. However, in Mathematics, Court School students demonstrated an 8.9-point increase, improving to 209.2 points below standard and moving into the Orange performance band. While overall scores remain low, this progress in math reflects a positive shift. Due to the small sample size (33 students), student groups are not individually reported.

College/Career Indicator (CCI)

The RCOE Alternative Education program has seen measurable growth in college and career readiness among its students, as evidenced by the most recent California School Dashboard results for both Court and Community School programs. These results reflect a commitment to expanding post-secondary pathways through intentional instructional strategies, dual enrollment opportunities, and targeted supports for historically underserved populations.

In the Court School, 15.6% of students are now identified as "Prepared" on the College/Career Indicator, marking a significant increase of 11.1% from the previous year. This performance places the site in the Yellow performance band (Level 3 of 5) for the first time. While last year's data did not yield a color-coded performance level due to small subgroup sizes, performance trends suggest the site would have likely fallen within the Red band, making this year's growth a meaningful advancement. Among the 77 students included, 15.6% are "Prepared," 3.9% are "Approaching Prepared," and 80.5% remain "Not Prepared." Subgroup analysis shows that both Hispanic and Socioeconomically Disadvantaged students fall into the Yellow performance band, with preparedness rates of 16.5% and 15.6%, respectively. These improvements are directly connected to the program's expanded focus on literacy, dual and concurrent enrollment, and the integration of instructional platforms such as Achieve3000 and NWEA/MAP Growth, which provide students with differentiated, standards-aligned content and feedback to support academic success.

In the Community School, while the percentage of "Prepared" students remains lower, there has still been progress. This year, 5.3% of students are classified as "Prepared," placing the site in the Orange performance band. This represents a 5.3% increase from the previous year, which had no color rating and would have fallen below the current level of performance. The cohort includes 38 students, all of whom are classified as Socioeconomically Disadvantaged, the only subgroup large enough to receive a performance color. Among these students, 13.2% are "Approaching Prepared" and 81.6% are "Not Prepared." While the site still faces challenges in moving students into the "Prepared" category, the upward trend reflects the impact of expanded supports and instructional improvements.

These gains across both Court and Community Schools reflect the effectiveness of RCOE AE's strategic focus on post-secondary preparation. This includes increasing access to A-G coursework, career technical education pathways, and literacy-focused interventions. Continued progress will be supported by our emphasis on project-based learning, collaborative conversations aligned to John Hattie's *Visible Learning* practices, and a commitment to providing all students—particularly those from socioeconomically disadvantaged backgrounds—with meaningful, actionable feedback and real-world learning experiences.

English Learner Progress

ELPI Community School

The 2024 English Language Progress Indicator (ELPI) data shows encouraging signs of progress and momentum in English learner growth. Notably, 40.8% of English learners progressed at least one ELPI level—the highest rate of growth seen over the past three years. This upward trend reflects the impact of focused instruction, targeted small group supports, and systemwide efforts to provide consistent and meaningful language development opportunities.

In addition, 26.5% of students maintained their ELPI level, suggesting that many students are stabilizing in their language proficiency while building the skills needed for their next leap forward. The percentage of students who decreased at least one ELPI level dropped slightly compared to 2023, demonstrating improvements in instructional consistency and supports that help mitigate learning loss, especially for students with interrupted formal education.

While the number of students maintaining ELPI Level 4 decreased slightly, this likely reflects a natural transition as students reclassify or exit the English learner program—an indication that more students are reaching proficiency and moving forward academically.

Overall, the 2024 results affirm that intentional practices, such as collaborative academic conversations, integrated ELD across content areas, and targeted writing instruction, are making a measurable difference. These outcomes provide a strong foundation to continue building momentum and accelerating language growth for all English learners in the coming year.

ELPAC Community School

The 2023–2024 Summative ELPAC results for Riverside County Community Schools reflect outcomes for 52 English learner students assessed across multiple grade levels. Among these students, 2 (3.85%) demonstrated well-developed English proficiency and scored at Level 4. Thirteen students (25.00%) scored at Level 3, showing moderately developed proficiency. Nineteen students (36.54%) scored at Level 2, indicating somewhat developed skills, while 18 students (34.62%) were classified as Level 1, signifying they are in the beginning stages of English language development. No mean scale scores were reported due to the number of students tested across grade levels.

This distribution, with the majority of students falling in Levels 1 and 2, highlights a continued need for targeted language development support. Many students have experienced prior learning interruptions, placement changes, or inconsistent access to ELD instruction, all of which can impact language growth. The smaller percentage of students at Level 4 indicates that only a few students are currently demonstrating full proficiency.

In response to these needs, several strategies were implemented across all Community School sites during the 2024–2025 school year. Instruction was aligned to focused ELA and Math standards, and targeted small group instruction was embedded to support students performing below grade level. Intervention platforms were used more intentionally to reinforce foundational skills, and structured academic collaborative conversations became a central classroom practice. These efforts provided students with consistent opportunities to engage in oral language development and build their academic vocabulary in authentic, meaningful ways.

While some growth was evident, particularly in oral language, as reflected by the 25% of students scoring at Level 3, the data shows that greater integration of ELA and ELD standards is needed across all content areas. In response, Riverside County Community Schools will prioritize cross-curricular language development in the 2025–2026 school year. Teachers will focus on embedding language-rich instruction across subjects such as science, social studies, and math, allowing students to develop vocabulary and comprehension while engaging with rigorous content. Additional emphasis will also be placed on explicit writing instruction, providing students with opportunities to model, practice, and receive feedback on their written expression. Instructional practices will continue to be differentiated and culturally responsive to ensure that every English learner is supported in developing the language and academic skills needed for long-term success.

Court Schools ELPI

The 2024 English Language Progress Indicator (ELPI) results for Court Schools show promising signs of growth and stability among English learners. Notably, **35% of** students progressed at least one ELPI level, reflecting the impact of intentional instructional practices such as targeted small group instruction, structured academic conversations, and a schoolwide focus on oral and written language development. An additional 35% of students maintained their ELPI level, demonstrating consistent language performance even in the face of challenges such as student mobility and interrupted learning.

These results highlight the strength of the instructional foundation in place across Court School programs. Educators continue to implement high-impact strategies that support students in building language proficiency, even within a setting where transiency and inconsistent attendance are common. The commitment to integrating ELD strategies across content areas and tailoring instruction to meet individual needs is clearly contributing to sustained progress.

As we move forward, the focus remains on accelerating growth, reducing regression, and ensuring that all students, regardless of how long they are with us, have access to rigorous, language-rich instruction. The 2024 data affirms that our approach is working and provides a strong foundation to build on in the coming year.

ELPAC Court

The 2023–2024 Summative ELPAC results for Riverside County Juvenile Court Schools reflect outcomes for 37 English learner students assessed across multiple grade levels. Among those tested, 4 students (10.81%) scored at Level 4, indicating well-developed English proficiency. Five students (13.51%) scored at Level 3, demonstrating moderately developed proficiency. Twelve students (32.43%) were placed at Level 2, showing somewhat developed proficiency, while 16 students (43.24%) scored at Level 1, indicating they are in the beginning stages of English language development. Mean scale scores for overall, oral language, and written language were not reported due to the small sample size across grade levels.

The performance distribution reveals that the majority of students fall within Levels 1 and 2, highlighting a significant need for structured language development supports. These results must be understood within the context of the Court School population, where high student transiency and inconsistent enrollment patterns present unique instructional challenges. Many students experience gaps in attendance, particularly during periods when they are not adjudicated or are transitioning between placements. These interruptions can lead to missed

instruction, delays in assessment, and limited continuity in language development services. Additionally, many students have had prior educational disruptions or limited access to designated ELD instruction, compounding the barriers to progress.

In response, instruction at Court School sites has been aligned to focused standards in both ELA and Math and supported by the intentional use of small group instruction and intervention platforms to meet students at their current level. Academic collaborative conversations have been integrated into classroom routines to build oral language fluency, comprehension, and vocabulary through meaningful dialogue. While these efforts have shown promise, particularly in supporting oral expression, the overall results indicate the need to further integrate ELA and ELD standards across all subject areas.

Looking ahead to the 2025–2026 academic year, there will be an expanded focus on writing instruction that includes modeling, structured practice, and consistent feedback to support student development in grammar, sentence construction, and writing conventions. Teachers will continue to deliver differentiated instruction and targeted interventions based on student needs, with an emphasis on foundational reading skills such as decoding, fluency, vocabulary, and comprehension strategies. Listening comprehension and speaking fluency will also remain priority areas, as these are essential building blocks of academic language. By responding to the specific proficiency levels identified in the assessment data and maintaining flexibility in instructional delivery for this highly mobile population, educators will be better equipped to support language acquisition and promote long-term academic success for students in Court School settings.

Chronic Absenteeism

In the Community School Chronic Absenteeism Indicator report for 2023–2024, recent data shows a slight improvement in attendance outcomes. The chronic absenteeism rate for all students is now 41.1%, reflecting a 1.1 percentage point decrease from the prior year's rate of 42.2%. As a result, the school has moved from the Red performance level in 2022–2023 to Orange in 2023–2024, indicating progress in addressing absenteeism.

Among student groups, both Hispanic students and socioeconomically disadvantaged students remain in the Orange performance level. The chronic absenteeism rate for Hispanic students is 39.4%, down 1.1 percentage points from the previous year, while socioeconomically disadvantaged students have a rate of 44.4%, showing a modest decline of 0.6 percentage points. Although rates remain high, the slight decreases are positive indicators of targeted efforts beginning to take effect.

While the overall rate remains a concern, the upward shift in performance level and declining trend across key student groups suggest that interventions and support strategies may be starting to make a difference.

Recent data on chronic absenteeism for Court School during the 2023–2024 academic year show an overall rate of 15.4%, placing the site in the "No Performance Color" category due to the small student population (13 students total). This rate is below the 20% threshold commonly used to define significant concern, suggesting that Court School is currently maintaining relatively strong attendance levels.

Among student groups, chronic absenteeism rates could not be publicly reported for subgroups such as Foster Youth, English Learners, Students with Disabilities, and Hispanic students due to small sample sizes (fewer than 11 students in each group). However, the overall rate of 15.4% applies to both the all-student category and the Socioeconomically Disadvantaged student group, indicating that absenteeism is not disproportionately higher among economically vulnerable students at this site.

This marks a continuation of a positive trend in Court School attendance over recent years. For reference:

In 2020–2021, chronic absenteeism for foster youth was 29%.

In 2021–2022, it dropped to 17.7%.

In 2022–2023, the rate further decreased to 16.3%.

These consistent improvements suggest that intervention strategies and increased attention to school engagement may be having a measurable impact, particularly among foster youth and other at-risk populations.

Although the small sample size limits broader subgroup analysis, the downward trend in chronic absenteeism indicates promising progress. Continued support, regular attendance monitoring, and engagement with families and partner agencies will be essential to maintain and improve these gains.

CCI

The 2024 California School Dashboard data for RCOE Court Schools highlights both progress and continuing areas of need for the students we serve. The College and Career Indicator (CCI), which measures readiness for life after high school, shows that 15.6% of students were classified as "Prepared", and an additional 3.9% were "Approaching Prepared". This is a notable improvement from prior years, with the percentage of prepared students more than doubling since 2019 (from 7% to 15.6%).

Among key student groups, Hispanic students demonstrated a preparedness rate of 19.6%, which is a 16.2% increase from the previous year, and Socioeconomically Disadvantaged students, who make up the majority of our Court School population, showed a preparedness rate of 15.6%, increasing by 11.1%. These improvements moved both groups from what would have been considered Red to Yellow performance level, a significant milestone given the complexity of their educational experiences.

However, the data must be viewed in the context of high transience. Students in Court Schools are often enrolled for very short periods, with an average stay of just 44 days. In fact, 62% of students were enrolled for 30 days or fewer, making long-term college and career preparation extremely challenging. Despite this, students are demonstrating progress, particularly through dual enrollment opportunities, career pathway coursework, and early access to credit recovery.

While 80.5% of students are still classified as Not Prepared, the year-over-year growth shows that focused instructional strategies, quick onboarding, and immediate access to supports can make a real difference in a short timeframe. The upward trend in preparedness, especially among our most underserved populations, underscores the importance of continuing to invest in intensive, responsive supports that meet students where they are academically, socially, and emotionally.

The 2024 California School Dashboard data for RCOE Community Schools highlights continued challenges and areas of incremental growth in college and career readiness. According to the College and Career Indicator (CCI), 5.3% of students were classified as "Prepared," and an additional 13.2% were "Approaching Prepared." While these numbers remain low, they reflect steady improvement over prior years, doubling the rate of Prepared students since 2019, when only 2.6% met this threshold.

For Socioeconomically Disadvantaged (SED) students, who make up the majority of Community School enrollment, the preparedness rate also rose to 5.3%, a modest yet meaningful increase. This placed the SED group in the Orange performance level, up from what would have been Red in prior years. These gains signal that the strategies being implemented, such as early access to credit recovery, career pathway exploration, and dual enrollment opportunities, are beginning to show results, especially among students who remain enrolled for longer periods.

However, these gains must be viewed through the lens of student mobility and placement timelines. Data from the 2023–2024 school year show that 58% of Community School students are enrolled for only one semester, and the average length of stay is just 87 days. Fewer than one-third of students remain in the program for more than one year. This short-term enrollment creates significant barriers to fully accessing or completing the college and career readiness measures tracked by the CCI.

Despite these limitations, the increase in both Prepared and Approaching Prepared students demonstrates the impact of targeted, high-leverage supports delivered quickly and effectively. Continued focus on personalized learning plans, integrated mental health support, and community partnerships will be critical in increasing student readiness and ensuring that even short-term enrollment contributes meaningfully to long-term success.

Graduation Rates

Community Schools

DASS 1-Year Graduation Rate

In the 2023–2024 school year, Community School achieved a 100% 1-year DASS graduation rate, a remarkable accomplishment that demonstrates the impact of targeted academic interventions and individualized support for students in short-term placements. This outcome highlights the program’s ability to help students quickly re-engage, recover credits, and meet graduation requirements, even within limited enrollment periods. This success is especially significant for a population that often experiences educational disruption and mobility.

Combined Four- and Five-Year Graduation Rate

In terms of long-term outcomes, Community School showed substantial improvement in its combined four- and five-year graduation rate, rising from 23.3% in 2023 to 32.5% in 2024—a 9.2 percentage point increase. Among the 40 students in this cohort, 27.5% graduated within four years, and 5% graduated in their fifth year. All students in this cohort were socioeconomically disadvantaged and graduated at the same overall rate of 32.5%. Hispanic students had a similar combined graduation rate of 32.1%, while students with disabilities had a graduation rate of 13.3% (6.7% in both the fourth and fifth years).

While Community School remains in the “Very Low” performance level (Red) on the California School Dashboard, the consistent upward trend is a promising sign. The growth reflects the program’s strengthened instructional alignment, increased access to credit recovery, and improved support for high-need students. Continued investment in transition planning and special education services will be essential to build on this progress and close remaining equity gaps.

Court School

DASS 1-Year Graduation Rate

Court School sustained strong results in the 2023–2024 school year, achieving a DASS 1-year graduation rate of 95.7%. This high rate of success reflects the program’s ability to engage students in rigorous, supportive, and individualized academic experiences, even during relatively short-term placements. The graduation rate among socioeconomically disadvantaged students was also 95.7%, aligning with the overall outcome and affirming the equitable impact of the school’s interventions. Students with disabilities graduated at a rate of 91.7%, while Hispanic students posted the highest rate at 97.1%. These figures demonstrate the effectiveness of the school’s focused efforts to close achievement gaps and provide all students, regardless of background, with access to graduation pathways that are both attainable and meaningful.

Combined Four- and Five-Year Graduation Rate

The combined four- and five-year graduation rate for Court School remained steady at 49.0%. Among the 98 students included in this cohort, 48 graduated within four years, and an additional 11 graduated in their fifth year. Subgroup outcomes show relatively consistent performance across several historically underserved groups. English Learners, foster youth, and homeless students each had graduation rates of 50.0%, demonstrating that targeted support and continuity in instructional access can have a measurable impact, even within high-mobility populations. Students with disabilities and African American students both graduated at a rate of 52.9%, while Hispanic students had a graduation rate of 52.3%. Socioeconomically disadvantaged students, who comprise a significant portion of the Court School population, graduated at a rate of 49.0%, mirroring the overall average. The only subgroup to fall significantly below the schoolwide rate was White students, with a graduation rate of 27.3%

While immediate graduation outcomes remain high under the DASS model, these longer-term figures reinforce the importance of building continuity in support and instruction for students across multiple school years and placements. These outcomes reflect the challenges of sustaining long-term engagement for students who may face instability, incarceration, or transitions between multiple educational settings. However, the consistent performance across several subgroups is a testament to the strength of Court School’s academic model and the wraparound supports in place to keep students on track for graduation. The steady rates over time suggest that the program’s focus on credit recovery, reengagement strategies, and transition planning is helping to mitigate barriers and ensure more students complete their high school education.

Conditions/Climate

California Health Kids Survey (CHKS)

The California Healthy Kids Survey (CHKS) is a voluntary survey given to students. It helps schools and communities understand student well-being, safety, and engagement. The survey covers various topics like school climate, drug and alcohol use, and mental health. It provides data for important state programs and allows districts to focus on local issues.

In the area of “Perceived School Safety” the following responses were received. Within the Community Schools 93% of students responded feeling neutral, safe, or very safe. In the Court Schools, 88% of students responded feeling neutral, safe, or very safe.

Suspension Rate

Within the Court Schools, RCOE continued to maintain a rate of 0% suspension rate for the 2023-2024 school year, achieving this across all student groups. In the Community Schools, there was a 2.5 % suspension rate for 2023-2024. Success can be attributed to a multifaceted

approach that includes providing extra support to students, such as counseling, mentoring, goal setting, and academic tutoring. Additionally, within the Court Schools, staff prioritize building strong relationships between students and teachers, fostering a positive and supportive learning environment. This aligns with the principles of Positive Behavioral Interventions and Supports (PBIS), which emphasize establishing clear behavior expectations, teaching them to students, providing consistent positive reinforcement, and using data to monitor and adjust interventions as needed. By implementing PBIS strategies, the Court Schools have created a school environment conducive to learning, where students feel safe, respected, and engaged. This approach not only contributes to reducing behavioral problems but also improves academic performance and enhances the overall school culture.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Technical Assistance has been provided by CDE in supporting how we are addressing our graduation requirements and CCI. This has been in combination with the tri-county consortium which has been developed with the Orange County Department of Education and San Bernardino County Office of Education. The tri-county looks for ways to leverage the capacity, experience, and expertise, resources, and strengths of each county office. This year the consortium has focused on a Plan-Do-Study-Act (PDSA) cycle to evaluate the process of developing best practices. This cycle and the steps involved have been reviewed with CDE as well as the data that is discussed.

For 2024-2025, Riverside County Community was red for Graduation Rate indicators, impacting the academic performance and academic engagement priority areas. This was specific for students who are identified as socioeconomically disadvantaged. It should be noted that the Community School did move out of red during the 2023-2024 school year for absenteeism and CCI— a definite success of targeted support. Community School was also red for English Learner Program with two groups, English Learner and Long-Term English Learners.

Riverside County Juvenile Court had red for ELPI and Graduation Rate indicators, and very low for the College/Career indicator, impacting the academic performance and academic engagement priority areas. For 2023-2024 there was not a large enough group in the ELPI subsection to rate a color. The Court Schools were able to show growth with CCI and moved to Yellow.

Socioeconomically Disadvantaged and Hispanic students are the student group shared across the priority areas for Court Schools

It should be noted that graduation rates for each area identified as need in the court and community school showed increases, indicating that focused support on this area is making a difference.

Through quarterly meetings, San Bernardino County, Orange County, Los Angeles County Office of Education, and RCOE worked collaboratively to find ways to delve deeper into data and share out best practices. Working within a Southern Consortium offered a dynamic platform for collaborative learning and growth. Here's how it encapsulates the essence of our technical assistance work:

Sharing Best Practices: Within the consortium, diverse perspectives from three counties enriched the sharing of best practices. Each county brought unique insights and strategies, fostering a rich environment for learning from one another's successes and challenges.

Delving Deeper into Data: By pooling resources and expertise, we were able to delve deeper into data analysis. This collaborative effort allowed for a more comprehensive understanding of trends and patterns, enabling us to make informed decisions and identify areas for improvement.

Remaining Focused on Key Dashboard Aspects: The consortium helped us stay aligned with the key aspects outlined in the state dashboard. By keeping our focus sharp and collective, we ensured that our efforts are directed towards meeting the broader goals and objectives set forth by the state.

Brainstorming: Regular brainstorming sessions within the consortium spark creativity and innovation. By bringing minds together, we generate fresh ideas and solutions to address complex challenges, driving continuous improvement in our practices. This also allowed for us to hear about other practices that had been implemented and to support each other through the implementation and adopting of new platforms, plans, and technology.

Following a PDSA Cycle of Improvement: Implementing the Plan-Do-Study-Act (PDSA) cycle of improvement was at the core of our approach. Through iterative cycles of planning, implementation, evaluation, and adjustment, we continuously refined our strategies and interventions to achieve better outcomes.

In summary, working within the Southern Consortium amplified the impact of our technical assistance efforts by fostering collaboration, promoting data-driven decision-making, maintaining focus on key priorities, nurturing innovation, and embracing a culture of continuous improvement.

Comprehensive Support and Improvement

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

Schools Identified

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

Riverside County Juvenile Court School and Riverside County Community School

Support for Identified Schools

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

To support our teachers and paraprofessionals in their instructional endeavors ,and to support schools identified for Comprehensive Support and Improvement (CSI), the RCOE AE implemented a comprehensive approach grounded in instructional support, professional development, and data-informed practices. All school sites participated in four Collaborative Instructional Reviews throughout the year, focusing on the alignment of instructional tasks to grade-level standards and the quality of student engagement. These reviews provided

targeted feedback and actionable insights to drive the development of each site's CSI plan. Teachers and instructional assistants engaged in quarterly professional development sessions, which included training on tools such as Membean and Microsoft AI, strategies for supporting English Learners (ELs), and implementation of GLEAM (Grade-Level, Engaging, Affirming, and Meaningful) instructional practices. Additionally, educators received coaching and support through district/county staff and Solution Tree to strengthen equitable, evidence-based instruction.

Curriculum enhancements included the development of a high school NGSS-aligned science course in Canvas, integrating Labster virtual labs and thematic science units to support project-based learning. Demonstration lessons across multiple sites incorporated Close Reading, CER, SQ3R, AVID strategies, and My Perspectives materials to model best practices in literacy instruction. Instructional support extended to teachers experiencing challenges in areas such as lesson planning, classroom management, and effective use of instructional assistants. Principals received coaching on feedback strategies, assessment culture, and instructional leadership, with specific focus on supporting ELs and integrating inclusive practices.

RCOE AE also continued its partnership with the Southern California Consortium (formerly Tri-County) to facilitate structured collaboration around the Plan-Do-Study-Act (PDSA) cycle. Through this partnership, school teams engaged in root cause analysis to identify instructional gaps and design targeted improvement strategies. These practices ensured a shared commitment to addressing equity, improving instruction, and building site-level capacity to implement sustainable change.

Monitoring and Evaluating Effectiveness

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

Alternative Education worked with CDE and is a part of a Southern County Consortium (formerly known as Tri-County Consortium) with the Orange County Department of Education, Los Angeles County Office 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 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.

Locally, Alternative Education focuses on reviewing data within our Leadership Meetings (2x month) through the local dashboard, which examines attendance, discipline, and graduation rates. Data is broken down by “equity tools” including disadvantaged, English learning, foster youth, homeless, special education, Hispanic, gender, and race. This allows us to break down data by subgroup to see where interventions are occurring the most, as well as where they are needed. In addition, school site administration, teachers, instructional assistants, and support staff analyze data from local assessments (quarterly common assessments, NWEA, ELPAC, ELL, LTEL, grades, and classroom assignments) to evaluate the need for support and intervention.

To ensure the effectiveness of Comprehensive Support and Improvement (CSI) strategies, the LEA implemented a robust system of monitoring and evaluation focused on instructional quality, data usage, and student outcomes. Over 37 teachers and instructional leaders participated in the implementation and analysis of NWEA MAP Growth assessments in reading and math, which were administered three times during the academic year. These assessments provided real-time, normed data to identify students in need of intervention and to

measure academic growth. The data was consistently reviewed in monthly MTSS and PLC meetings to guide instructional decisions and inform support strategies for students across all grade levels.

In addition, Common Quarterly Assessments were aligned to ten identified priority standards—five in ELA and five in math—and administered across all sites. Results were analyzed collaboratively during PLCs to adjust instruction, implement targeted interventions, and reinforce high-priority concepts. Instructional leaders and teachers used these assessments to make informed, timely adjustments to curriculum pacing and student supports.

Instructional practice and program quality were further monitored through 16 Collaborative Instructional Reviews—with each school receiving four visits. These reviews focused on standards alignment, task rigor, and student collaboration. Findings from these reviews directly informed site-level instructional improvement efforts and were used to adjust leadership coaching and support.

To deepen instructional impact and evaluate systemic shifts, Learning Walks were facilitated at CSI schools to continue the work and focus done in the prior year by UnboundEd training. During these visits, site leaders and instructional teams observed over 40 classrooms using the Equitable Instruction Observation Tool and the Lesson Reconstruction Protocol. These tools supported the identification of instructional trends, areas for growth, and next steps aligned to GLEAM (Grade-Level, Engaging, Affirming, and Meaningful) principles. Each visit culminated in the development of actionable site-level plans.

Leaders also monitored implementation fidelity and assessment equity through analysis of CAASPP and ELPAC data. Over 25 administrators and instructional leaders were trained in interpreting and using these data sets to monitor growth for English Learners, Students with Disabilities, and other student groups. Reclassification criteria and English Language Proficiency progress were regularly reviewed and incorporated into instructional planning and walkthroughs.

Ongoing coaching support was delivered through 12 Solution Tree coaching sessions, which included observation, feedback, and collaborative problem-solving. Principals were trained on delivering feedback using AI-assisted tools, monitoring test completion, and supporting instructional assistants in classroom delivery. These efforts ensured that all students, especially those in targeted subgroups, received high-quality, data-driven instruction.

Finally, parent engagement and community voice were critical to evaluating and adjusting school improvement efforts. Parent Institute for Quality Education (PIQE) workshops were offered at each CSI site, and stakeholder feedback was collected through School Site Councils (SSC), English Learner Advisory Committees (ELAC), DELAC, and Parent Advisory Councils (PAC). This feedback loop ensured transparency, accountability, and alignment with the needs of each school community.

This year, the Alternative Education Transcript Analysis project was initiated in response to significant shifts in the state accountability system. With the elimination of the Dashboard Alternative School Status (DASS), the focus transitioned from one-year graduation rates to four- and five-year cohort graduation rates. This shift required a deeper understanding of student trajectories and program effectiveness. Additionally, long-standing internal beliefs about alternative education students, such as the idea that they arrive too credit-deficient to graduate, needed to be examined and validated with actual data. The project aimed to answer two key questions: whether students entered RCOE with a realistic path to graduation and whether they performed better within the RCOE environment compared to their time in other districts.

The analysis confirmed that students do earn more credits per term on average in RCOE programs. It also revealed that when students enter on a realistic four- or five-year graduation trajectory, RCOE is highly effective, graduating over 90% of those students. However, the majority of students do not enter on track, making on-time graduation challenging. The expansion of the transitions program contributed significantly to recent graduation rate gains, especially in community schools. For example, the community school rate rose from 23.3% to 32.5%. Despite this progress, a large number of students, especially in grades 9 through 11, are lost before reaching their senior year. In 2024 alone, 220 students from the class of 2024 dropped out before reaching senior status, representing 43% of all dropouts.

Looking ahead, the data suggests that while the transitions program has been pushed to its limits, there is little remaining room for growth among students already on a reasonable graduation path. Future improvement must focus on students who are not currently on track. This includes exploring strategies such as credit recovery and acceleration, potentially through credit by exam or ADA recovery programs. Additionally, earlier interventions targeting students in the lower high school grades are critical. To continue increasing graduation rates meaningfully, RCOE must shift from simply managing existing trajectories to actively creating new opportunities for students who are significantly behind

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
LCAP Engagement Meetings - Teachers, principals, administrators, instructional assistants, students, support staff, other school personnel, parents/guardians,	<p>LCAP engagement meetings were held in person at school sites.</p> <ul style="list-style-type: none"> - David Long Regional Learning Center & Southwest Juvenile Hall 11/19/24 - AMC YTEC, Arlington Regional Learning Center, Corona IS 10/29/2024 - Betty Gibbel Regional Learning Center, 1/13/25 - Val Verde Regional Learning Center, 12/3/24 - Palm Springs Community School, 12/9/24 - Don F Kenny Regional Learning Center & LF Smith Court School, 2-18-25
Probation Quarterly Meetings: Probation and educational staff	During the quarterly meetings with Probation, input on programs for students in the Court School for the LCAP was discussed at inter-agency meetings (10/3/24, 1/9/25, 2/19/25, 4/3/25, 5/13/25)During the quarterly Juvenile Justice Coordinating Council (JJCC) meetings, the needs of youth who interact with the juvenile justice system are discussed as well as expansion services and supports for students who experience trauma. There were six JJCC meetings: 7/15/24, 9/17/24, 11/18/24, 1/13/25, 3/18/25, 4/15/25
Parent Engagement Meetings	These meetings occurred during PIQE, College Success Meetings, and additional DELAC/ELAC meetings.
Administration, union president, vice president, teachers, principals, Operations Support Services (OSS) division rep., Personnel representative.	Program Services Quality Review Committee (PSQR) meetings – this is completed 4 times a year through a virtual format. Members are selected at the beginning of the year (6 teachers selected by RCOTA and 6 central office administrators, principals, and coordinators).
Parent, teacher, instructional assistant, students	Community and Court School-School Site Councils (SSCs). Members are selected through a nomination and voting process. The SSC met on 9/4/24, 10/8/24, 11/5/24, 1/14/25, 3/18/25, 5/6/25, and 5/20/25
English Learner Parents and community members	Community and Court English Learner Advisory Committee (ELAC) & District English Learner Advisory Committee (ELAC). The Community School and Court School ELAC met on 9/4/24, 10/8/24, 11/5/24, 1/14/25, 3/18/25, 5/6/25, and 5/20/25
Members of the District English Learner (DELAC) Parent Advisory Committee (PAC)	The District English Learner (DELAC) and Parent Advisory Committee (PAC) met to provide input on the LCAP 9/11/24, 11/13/24, 1/21/25, 3/25/25, 5/13/25, 5/20/25. The Parent Advisory Committee is made up of parents from the SSCs, ELACs, and DELACs.
Staff Development Planning Committee (Teachers, Principals, and Administrators)	Staff meet in person, reviewed the data from the year – local and state assessments, student, staff, and parent surveys, social emotional health surveys and data of services

CTE Advisory Meetings – CTE teachers, administrators, business partners,	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
School Districts	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 as well as through a “lunch and learn” session in April 2025
RCOE Alternative Education Leadership Team	In-person and Zoom meetings where the team reviewed data and 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.
RCOTA	The Riverside County Office Teachers Association provides input during LCAP meetings and during one-on-one review meeting times
SELPA	The Riverside County SELPA Administrator met to review and provide input
Riverside County Board of Education and Public	The general public and the Riverside County Board of Education provided input during public board meetings

Insert or delete rows, as necessary.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

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 2024-2025 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. This year, there was a focus on reviewing the needs of the program based on local and state metrics, as well as areas identified through ongoing monitoring and evaluation for effectiveness.

During these meetings, the CDE Dashboard was reviewed with a focus on discussing the areas that were in red across Court and Community Schools. Highlighted was the increase of Equity Multiplier dollars to support new proposals. These areas were determined to be “high priority” focus areas. This discussion led to new goals and actions being developed that focused on each of the subgroups while taking a “whole child” approach to addressing the concerns, specifically in the areas of graduation, CCI, and absenteeism (for Community School).

Feedback from LCAP Engagement Meetings

Goal 1: All students will demonstrate growth towards meeting or exceeding standards in ELA and Math to meet graduation and CCI requirements as measured by the CDE Dashboard

Across all sites, engagement partners praised the impact of small class sizes, accessible teachers, and the presence of instructional aides, which allow students to better understand and engage with content. Specific platforms, such as Labster, were noted as helpful in clarifying learning objectives. However, some concerns were raised that the curriculum can be too easy or unengaging, especially for students accustomed to more rigorous district settings. Additionally, there was a call to enhance middle school offerings in areas such as financial literacy and career exploration. Professional development was also noted as an area for growth, particularly in offering more structure and relevance to the instructional challenges educators face. Lastly, increasing access to technology, both in terms of equipment and monitoring tools like GoGuardian, was seen as a priority. To address these points, RCOE AE is aligning the curriculum and making sure that all the curriculum is aligned to standards while increasing student involvement. For the new year, this will be seen in the new science adopted curriculum as well as the focus on Project-Based Learning (PBL). Furthermore, RCOE AE has adopted additional financial math courses to support students and, expand financial literacy. With the support of an additional TOSA, there will be an increase in college readiness programming to younger grades, increasing access to instructional technology. Going into the new year, professional development will continue to focus on core instruction and offer both in-person and online tutoring options to ensure all students receive needed support.

Goal 2: All students will graduate from high school with equitable access to college, career, or post-secondary pathways
Engagement partners shared appreciation for the range of CTE programs currently offered, including cosmetology, HVAC, and other certification-based pathways. Students and families are especially drawn to hands-on learning, dual enrollment opportunities, and vocational programs tied to local industries. While dual enrollment was generally supported, there were concerns about students needing more scaffolding to succeed in these courses. Additionally, there was a desire for broader exposure to non-traditional pathways through career speakers, mock interviews, resume preparation, and field trips to community colleges and industry sites. To build on this momentum, next year will include the addition of support staff to assist students in dual enrollment, the development of new CTE courses linked to high-interest fields such as fire, aviation, and logistics, and extended CTE program access. Activities such as resume workshops, mock interviews, and increased field trips will also be prioritized to expand exposure and readiness.

Goal 3: Support students' personal growth and learning in safe, nurturing environments, while also enhancing connections and communication between homes, schools, and communities
Feedback for this goal highlighted the importance of positive campus climate, including small school settings, strong teacher-student relationships, and the presence of BHTs and campus security. Programs like PIQE, PBIS incentives, and family workshops were viewed as beneficial for both student and parent engagement. Students expressed enthusiasm for creative afterschool opportunities such as esports, art shows, VR, sewing, and physical wellness activities. However, families noted that they would like more communication, particularly in times of urgency or when afterschool support isn't accessible. To strengthen this goal in the coming year, there will be an expanded on-campus incentives (MINGA) and enrichment activities, integrating academic and wellness support into the school day, offering student-choice electives like gaming and coding, increasing hybrid parent learning opportunities with translation services, and hosting community resource fairs and open houses to strengthen school-to-home connections.

Goal 4: Ensure expelled students and foster youth have equitable access to educational opportunities, facilitating their positive reintegration into the school community and fostering a nurturing learning environment for their growth and development
There was broad recognition among engagement partners that wraparound supports and small settings are essential for the successful reintegration of expelled students and foster youth. Parents and staff shared that warm handoffs, aftercare models, and reentry meetings

contribute to student success. Families expressed a desire for more structured and collaborative reentry processes with the comprehensive school districts, as well as support in areas like financial literacy and advocacy. To enhance this area, next year RCOE AE will focus on working with school districts to include a structured transition program such as a bridge class or phased return model, regular case management and mid-semester district check-ins, and joint planning meetings with district staff and families. Also, there will continue to be quarterly progress updates, integrating practical and creative supports, and identifying best practices from community school models will help ensure that students reintegrate successfully and that lessons learned can be shared more broadly with partner districts.

Other Comments and Ideas

Engagement partners suggested several ideas not tied to a specific goal but valuable for overall program improvement. These included expanding indoor and outdoor space at some of the smaller school sites, expanding on physical fitness or wellness areas, and replacing uncomfortable classroom furniture such as chairs. Others expressed a desire to explore how to make learning more engaging when students are in the same classroom all day, as well as how to vary the day to keep students interested. Parents and students also mentioned the value of shared experiences, such as book clubs, that support learning at home and promote positive communication between students and their families. For next year, consider facilities upgrades where possible, explore creative scheduling or activity rotations, and increase shared parent-student learning experiences that reinforce school-family connections. RCOE AE will be conducting a complete classroom redesign starting in the Summer of 2024 to provide locations that are more engaging and a place that will build community and connections.

Goals and Actions

Goal

Goal #	Description	Type of Goal
#1	All students will demonstrate growth towards meeting or exceeding standards in ELA and Math to meet graduation and CCI requirements as measured by the CDE Dashboard	Equity Multiplier and Focus Goal

State Priorities addressed by this goal.

Priority 1, Basic services; Priority 2, State Standard; Priority 4, Pupil Achievement; Priority 7, Course Access; Priority 8, Student Outcomes; LCFF resources for this priority include that: (1) teachers are assigned and fully credentialed, (2) students have access to the standards-aligned instructional materials, and (3) school facilities are maintained (Priority 1). LCFF resources for this priority include implementation of academic content and performance standards for all students, including students who are English learners (Priority 2). LCFF resources for this priority address test performance, getting college- and career-ready, students who are English learners and reclassified, advanced placement exams, and preparing for college by the Early Assessment Program (Priority 4). The LCFF priority addresses a course of study where programs and services are developed and provided to students learning English as a second language, students with special needs, youth in foster care, and individuals with exceptional needs.(Priority 7). This LCFF priority addresses other indicators of student performance

in required areas of study (Priority 8), specifically looking at the history of marginalized student groups, understanding and implement community-informed best practices, and invest in professional learning for all educators (e.g., identity, mindset, and skills).

Priority 1: Basic Services: This goal directly addresses Priority 1 by focusing on academic achievement in fundamental subjects such as English Language Arts (ELA) and Math. By ensuring that all students make progress in these core areas, the RCOE is fulfilling its obligation to provide essential educational services.

Priority 2: State Standards: The goal is aligned with Priority 2 as it emphasizes progress towards meeting or exceeding state standards in ELA and Math. By prioritizing standards-based instruction and assessment, the RCOE ensures that students are prepared to succeed academically.

Priority 4: Pupil Achievement: Improving student achievement is a central focus of Priority 4, and this goal directly contributes to that priority by targeting growth in ELA and Math proficiency. By tracking student progress and providing support as needed, the RCOE aims to raise achievement levels for all students. English Language (EL) and Long Term English Language (LTEL) Learners continue to struggle in ELA and Math, resulting in ELPI scores that fall within the red. 32.7% progressed one ELPI level, 40.8% maintained ELPI levels, and 26.5% decreased one ELPI Level.

Priority 7: Course Access: The goal indirectly supports Priority 7 by emphasizing proficiency in ELA and Math, which are foundational skills necessary for success in a wide range of courses. By ensuring that all students demonstrate growth in these subjects, the RCOE promotes equitable access to a rigorous and comprehensive curriculum.

Priority 8: Student Outcomes: Priority 8 centers on improving student outcomes, and the goal of demonstrating growth in ELA and Math directly addresses this priority. By setting clear expectations for academic progress and providing targeted interventions, the RCOE works to enhance overall student achievement and success.

In summary, the goal of demonstrating growth towards meeting or exceeding standards in ELA and Math aligns with multiple California state priorities outlined in the LCAP, including Basic Services, State Standards, Pupil Achievement, Course Access, and Student Outcomes. By focusing on improving academic proficiency in these core subjects, the RCOE aims to provide high-quality education and support the success of all students.

An explanation of why the LEA has developed this goal.

By setting this goal, the district aims to prioritize academic achievement and ensure that all students are proficient in these foundational areas. RCOE and the State of California have specific requirements for ELA and math credits for graduation. By ensuring students meet or exceed these requirements, RCOE can increase the likelihood of students graduating on time. Furthermore, proficiency in ELA and math is often a prerequisite for higher education and many careers. By focusing on these two areas and monitoring students' progress through assessments and data analysis, we can identify areas of weakness and implement targeted intervention. This proactive approach can help prevent academic setbacks and reduce the likelihood of students falling behind, not attending, or dropping out.

The RCOE Community School and the RCOE Court School receive Equity Multiplier funding. Students in these schools are evaluated through local indicators and the State Dashboard. Dashboard indicators and the impact on schools identified for Equity Multiplier dollars was discussed during engagement/partner meetings. During these meetings, the CDE Dashboard was reviewed with a focus on discussing the

areas that were in red across Court and Community Schools. The areas addressed in this goal were determined to be “high priority” focus areas. These discussions led to new goals and actions being developed that focused on each of the subgroups while taking a “whole child” approach to addressing the concerns, specifically in the areas of graduation, CCI, and absenteeism (for Community School).

ELA and Math are foundational subjects that underpin most academic learning. Mastery of these subjects is critical for success in other areas of study. The low graduation rates suggest that students are struggling with core academic requirements, which likely include ELA and Math proficiency. Students are not meeting state standards in these critical areas, directly impacting their ability to graduate. Students are not successfully acquiring the essential skills needed for post-secondary education or the workforce. By focusing on improving ELA and Math proficiency, schools can better prepare students for future academic and career opportunities, aiding in their long-term success and socioeconomic mobility. Improving skills in these subjects can therefore help raise overall academic performance and graduation rates.

Furthermore, teachers have reported through a Priority 2 self-reflection survey on the implementation of state academic standards that they continue to need support in implementing standards in all areas

Accountability: Meeting or exceeding standards in ELA and Math is often a key metric used to assess school and district performance. By establishing this goal, the district demonstrates its commitment to accountability and transparency in educational outcomes (Priority 4 & 8).

College and Career Readiness: Proficiency in ELA and Math is essential for students' future success in both college and career pathways. By emphasizing growth towards meeting or exceeding standards in these subjects, the district aims to prepare students for post-secondary education and workforce readiness. (Priority 4)

Closing Achievement Gaps: Setting high expectations for all students and monitoring their progress towards meeting academic standards helps to identify and address achievement gaps. By ensuring that all students make growth towards proficiency, the district works towards equity and closing disparities in academic achievement. (Priority 1, 2,4,7)

Data-Driven Decision Making: Tracking student growth in ELA and Math provides valuable data for informing instructional practices, identifying areas for improvement, and allocating resources effectively. This goal supports a data-driven approach to decision-making within the district. (Priority1, 2,4)

State and Federal Requirements: State and federal education policies often emphasize the importance of academic proficiency in ELA and Math. By aligning with these requirements, the district ensures compliance with mandated standards and expectations.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	NWEA ELA paired assessment growth rates for Court School (Priority 8)	50% showed MAP growth in ELA for Court School	NWEA ELA paired assessment growth rates for Court School (Priority 8) 23.5% showed MAP growth in ELA for Court School in 23 -24	[Insert outcome here]	The percent will meeting/exceeding on the NWEA in ELA for all students will be 60%	Difference of 16.5%
2	NWEA ELA paired assessment growth rates for Community school (Priority 8)	43 % showed MAP growth in ELA for Community School	NWEA ELA paired assessment growth rates for Community school (Priority 8) 42.1% showed MAP growth in ELA for Community School in 23-24	[Insert outcome here]	The percent will meeting/exceeding on the NWEA in ELA for all students will be 50%	Difference of .9%
3	NWEA Math paired assessment growth rates for Court School(Priority 8)	80 % showed MAP growth in Math for Court School	NWEA Math paired assessment growth rates for Court School(Priority 8) 62.5% showed MAP growth in Math for Court School in 23-24	[Insert outcome here]	The percent will meeting/exceeding on the NWEA in Math for all students will be 80%	Difference of 17.5%
4	NWEA Math paired assessment growth rates for Community School (Priority 8)	61% showed MAP growth in Math for Community School	NWEA Math paired assessment growth rates for Community School (Priority 8) 57.1% showed MAP growth in Math for Community School in 23-24	[Insert outcome here]	The percent will meeting/exceeding on the NWEA in Math for all students will be 70%	Difference of 3.9%

5	Court School CAASPP ELA (Priority 4)	<p>The distance from standard was 165.1 on the CAASPP in ELA for Court School students</p> <p>With *% meeting or exceeding the standard</p> <p>*there was not enough students to warrant%</p>	<p>The distance from standard was 192.2 on the CAASPP in ELA for Court School students</p> <p>With *% meeting or exceeding the standard</p> <p>*there was not enough students to warrant%</p>	[Insert outcome here]	<p>The % distance from standard will be set when a significant number of students test on the CAASPP in ELA for all Court School students in the aggregate and for each student group</p>	Difference of 27 points
6	Community School CAASPP ELA (Priority 4)	<p>The distance from standard was 172.2 on the CAASPP in ELA for Community School students</p> <p>With *% meeting or exceeding the standard</p> <p>*there were not enough students in subgroup to warrant %</p>	<p>The distance from standard was 153.4 points below standard</p> <p>Increased 18.8 Points</p> <p>Number of Students: 37. 4.35% met or exceeded the standard in 2023-2204</p>	[Insert outcome here]	<p>15% meeting or exceeding the standard</p> <p>CAASPP in ELA for all Community School students</p>	<p>10.65% difference</p> <p>Difference of +37</p>
7	Court School CAASPP Math (Priority 4)	<p>The distance from standard was 197.1 on the CAASPP in Math for Court School students</p> <p>With *% meeting or exceeding the standard</p> <p>*there were not enough students in subgroup to warrant %</p>	<p>The distance from standard was 260.2 on the CAASPP in Math for Court School students</p> <p>With *% meeting or exceeding the standard</p> <p>*there were not enough students in subgroup to warrant %</p>	[Insert outcome here]	<p>The distance from standard will be set when a significant number of students test on the CAASPP in ELA for all Court School students in the aggregate and for each student group</p>	Difference of 63.1 Points

8	Community School CAASPP math (Priority 4)	The distance from standard was 218.1 on the CAASPP in Math for Community School students With *% meeting or exceeding the standard *there were not enough students in subgroup to warrant %	The distance from standard was 209.2 on the CAASPP in Math for Community School students .75% meet or exceed the standard	[Insert outcome here]	10% meeting or exceeding the standard CAASPP in Math for all Community School students	9.25%.,Difference (+8.9 difference from standard)
9	Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching (Priority 1)	Teachers deemed to be “ineffective” according to School Accountability Report Card in Court of Community School is 0%, 100% effective	Teachers deemed to be “ineffective” according to School Accountability Report Card Community School 7.4% ineffective rate. Court School 0% ineffective rate.	[Insert outcome here]	Teachers deemed to be effective according to School Accountability Report Card in Court of Community School will be maintained at 100%.	No difference, for ourt maintained at 100%., 7.4% difference Community
10	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 2023-2024	Certification to teach English learners (CLAD, BCLAD, or SDAIE/SB1292) was at 100% in 2024-2025	[Insert outcome here]	Certification to teach English learners (CLAD, BCLAD, or SDAIE/SB1292) will be maintained at 100%.	No difference, maintained at 100%.
11	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 4.03 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 was 4.00	[Insert outcome here]	The average rating on the California State Standards Implementation Reflection Tool will be 4 based on the average of all areas	No difference, will maintain at 4.0

12	Court School four/five-year graduation rate	Court School 37.8% four-year, 49% five-year graduation rate Foster 50% Hispanic 52.3% SED 49% SWD 52.9%	Court School 38.9% four-year, 50% five-year graduation rate Foster 80% Hispanic 53.6% SED 56% SWD 55.6%	[Insert outcome here]	Court School 48% four-year, 58% five-year graduation rate	Court School difference +3.1% four-year, +1% five-year graduation rate Foster +30% Hispanic +1.3% SWD +2.7%
13	Community School four/five-year graduation rate	20.9% four-year, 23.3% five-year SED: 23.8%	27.5% four-year, 32.5% five-year SED: 32.5%	[Insert outcome here]	Community School 30% four-year, 35% five-year graduation rate	Community School difference +6.6% four-year, 9.2% five-year graduation rate
14	RCOE Spec. Ed School four year graduation rate	24% four-year, SWD: 24%	30% four-year SWD 30%	[Insert outcome here]	RCOE Spec. Ed School 30% four-graduation rate	RCOE Spec. Ed School 6% difference four-year graduation rate
15	Court School College/Career Indicator on the California Dashboard (Priority 4)	Court School CCI was prepared, 4.5% approaching prepared 6.7% in 2022-2023 EL 4.8% SED 4.5% SWD 9.4% FY 3.7% Homeless 8.3% Hispanic 3.4% African American 6.7%	Court School CCI was prepared, 15.6% approaching prepared 3.9% in 2023-2024 SED 15.6% Hispanic 19.6% *all other groups to small to report	[Insert outcome here]	Achieve a 10% CCI Rate.	+11.1% difference within the Court School
16	Community School College/Career Indicator on the California Dashboard (Priority 4)	Community School CCI prepared was 0%, approaching prepared 7.1% in 2022-2023. EL 0% SED 0% SWD 0% Hispanic 0% *all other groups to small to report	Community School CCI prepared was 5.3%, approaching prepared 13.2% in 2023-2024 SED 5.3% *all other groups to small to report	[Insert outcome here]	Achieve a 6% CCI Rate.	+5.3% difference within the Community School

17	Community Student Chronic Absenteeism Rates (Priority 5)	42.2% Chronic Absenteeism African American *% Hispanic 40.5% White 54.5% EL 34.8% SWD 47.1% SED 45.1% Hispanic 40.5	41.1% Chronic Absenteeism African American 45.5% Hispanic 39.4% White * EL 61.1% SWD 50% SED 44.4% Hispanic 39.4	[Insert outcome here]	<25% Chronic Absenteeism	1.1% difference
18	English learner growth on the Local Test of English Language Learners (Priority 4)	EL students scoring advanced/high on the TELL 33% in 2023-2024 Change in assessment 2024-2025 new Baseline: EL students scoring well-developed on the Language Tree Assessment Listening Court 17.9% CS 7.7% Reading Court 0%, CS 3.6% Speaking Court 46.2%, CS 33.3% Writing Court 38.9%, CS 7.7%	EL students scoring well-developed on the Language Tree Assessment Listening: Court 17.9% CS 7.7% Reading : Court 0%, CS 3.6% Speaking: Court 46.2%, CS 33.3% Writing: Court 38.9%, CS 7.7%	[Insert outcome here]	EL students scoring advanced/high on the TELL 42%	New baseline – no difference

Goal Analysis for 2024-2025

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation

Overall implementation of actions to support student growth toward meeting or exceeding standards in ELA and Math has been partially successful, with clear areas of progress and some notable challenges. The planned actions focused on improving academic performance, increasing graduation rates, and enhancing college and career readiness through standards-aligned instruction, credentialed teaching staff, and targeted interventions. While the systems and instructional structures were fully implemented as planned—such as the deployment of fully credentialed and appropriately assigned teachers (100%), continued use of the California Standards Reflection Tool (average rating 4.0), and support for English Learners through full certification compliance there were substantive differences in outcomes related to student academic growth, particularly in literacy and math.

One of the successes in implementation was the notable improvement in graduation rates and the College and Career Indicator (CCI), especially among student subgroups. For example, Foster Youth at Court School improved their four-year graduation rate from 50% to 80%, and Students with Disabilities (SWD), Hispanic, and SED students all saw gains across Court and Community Schools. Court School also surpassed its CCI goal of 10%, with a significant rise in preparedness from 4.5% to 15.6%. Community School increased its four-year graduation rate from 20.9% to 27.5% and improved its CCI from 0% to 5.3%, both important steps in moving students toward post-secondary success.

However, academic growth as measured by NWEA MAP assessments did not fully meet expectations. Court School saw a decline in the percentage of students demonstrating ELA growth (from 50% to 23.5%) and a drop in Math (from 80% to 62.5%), falling short of the 60% and 80% targets, respectively. Community School remained more stable but still below target, with ELA growth at 42.1% and Math at 57.1%. The difference between the planned expectations and actual results indicates a continued challenge in ensuring instructional effectiveness and academic recovery, particularly for English Learners and students with disabilities, where achievement gaps remain.

Overall implementation of actions to support student growth in English Language Arts (ELA) and Math was carried out with fidelity in terms of infrastructure, staffing, and strategic alignment. All teachers were fully credentialed and appropriately assigned, including those serving English Learners, and instructional practices were consistently guided by the California Standards Implementation Reflection Tool, which maintained an average rating of 4.0. These foundational components reflect strong adherence to the planned actions.

While systems were implemented as intended, student outcomes reflected a mix of progress and persistent challenges. Graduation rate improvement was a clear area of success across both Community and Court Schools. Community School's four-year graduation rate increased from 23.3% to 32.5%, and Court School rose from 49.0% to 56.0%. Subgroup gains were also significant: Foster Youth at Court School improved from 50% to 80%, reaching a Medium (Yellow) performance level. Hispanic students improved to 32.1% in Community School and 53.6% in Court School, while Socioeconomically Disadvantaged (SED) students reached 32.5% and 56.5% respectively. However, despite these gains, both schools remained in the Red performance band, signaling continued need for support to move these students toward sustained success.

Implementation of College and Career Indicator (CCI) strategies also yielded promising outcomes. Court School surpassed its target, increasing from 4.5% to 15.6% "Prepared," moving into the Yellow band. Gains were particularly strong for Hispanic (16.5%) and SED (15.6%) students. Community School advanced from 0% to 5.3% "Prepared" and 13.2% "Approaching Prepared," with SED students now performing in the Orange band. These improvements reflect the successful rollout of targeted initiatives such as dual enrollment, academic mentoring, and expanded access to career pathways.

At the same time, the academic growth component of the plan did not yield the anticipated results. NWEA MAP assessment data revealed that Court School experienced a decline in the percentage of students meeting growth targets in ELA—from 50% to 23.5%—and a decrease in Math from 80% to 62.5%, falling short of the 60% and 80% targets. Community School was more stable, with ELA growth at 42.1% and Math at 57.1%, yet still below expected benchmarks. These results point to a gap between implementation and instructional impact, particularly for English Learners and students with disabilities.

CAASPP data further illustrated the academic challenges. Court School’s distance from standard increased in both ELA and Math, while Community School showed a modest 18.8-point gain in ELA. However, both schools remained in the Red performance level across subjects. Students with disabilities in Court School scored -195.1 in ELA and -275.7 in Math, and Hispanic students also remained in the Red band, indicating that foundational academic skills are not yet improving at the necessary pace.

Some subgroups experienced significant setbacks. At Community School, the graduation rate for students with disabilities dropped sharply from 31.3% to 13.3%. African American students at Court School declined from 52.9% to 35.7%, and Homeless students dropped from 55.6% to 33.3%. These results signal systemic gaps that require more responsive, individualized, and culturally relevant interventions to ensure equity in opportunity and outcomes.

In summary, the core elements of the planned actions were fully implemented, evidenced by credentialed staffing, standards-based instructional tools, and targeted post-secondary readiness supports. However, the academic performance data show uneven results. Graduation rates and college/career readiness have improved, especially for subgroups such as Foster Youth, Hispanic, and SED students. Yet significant challenges remain in accelerating academic growth in ELA and Math, particularly for students with disabilities, African American students, and Homeless youth. Addressing these disparities will require intensified instructional support, enhanced differentiation, and stronger integration of academic and socio-emotional strategies to bridge the gap between planning and impact.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Overall, there were no significant discrepancies in expenditures except for a few small areas, which is greatly due to the number of vacancies of permanent staff (either due to previous retirements or leave time). The decrease in staff can be seen in the impact on expenditures for 1.3 MTSS teams, 1.4 direct tutoring. It should also be noted that the we switched to Princeton Tutoring as our online tutoring source which was a lower cost. 1.2 Standards-aligned resources were not as high as expected, as we did not need to replace as many books. We have been going through a textbook adoption for science, and it is expected that funding reserved for science materials will be used in the 2025-2026 school year.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The actions supported by Equity Multiplier funding for RCOE Community and Court Schools have shown mixed effectiveness. While data-informed planning and engagement led to meaningful improvements in graduation rates, especially for socioeconomically disadvantaged and

Hispanic students, the overall performance remains in the red status, signaling the need for continued, intensified support. In Community Schools, the sharp decline in students with disabilities highlights a critical gap in current interventions, requiring urgent attention.

Court Schools showed more promising results, with Foster Youth improving significantly and overall graduation rates increasing. However, African American and Homeless students declined, and socioeconomically disadvantaged students remain very low, showing that current strategies were not effective enough for these groups. Continued refinement, targeted supports, and equity-focused approaches are needed to ensure progress for all students.

1.1 GLEAM Instruction and professional development. This year there was a large focus on providing support and training on how to implement Professional Learning Communities (PLC) at all of the court and community schools. Administrator of Academic Innovation delivered over 35 direct instructional sessions this year, impacting dozens of staff and hundreds of students. These trainings equipped educators with the knowledge, tools, and practical strategies needed to more effectively support English Learners, enhance literacy instruction, and differentiate instruction across grade levels and content areas.

1.2 Standards Aligned instruction. Students were offered an A-G instructional curriculum, with 100% of students having access. This was offered through the Edmentum platform as well as through Canvas and Clever online links and in hard copy. This year, the curriculum committee has adopted a new Science Curriculum that aligns with the NGSS standards.

1.3 MTSS interventions. Alternative Education conducted 1,932 interventions in the 2023-2024 school year. 700 of those interventions were student transition-related services helping students successfully move from alternative education to their school of residence. Of the remaining 1,232 interventions as supported through a multi-tiered system of supports, 38% were attendance related. 36% were academic interventions. 9% were behavioral interventions. The remaining interventions crossed multiple domains of support needs. 76% of interventions noted successful outcomes, with the remainder noting intervention goals not being met or ending inconclusively as a result of the duration of enrollment

1.4 Direct tutoring and intervention strategies. Online tutoring was underused; students prefer in-person tutoring, which is provided by teachers and instructional assistants before and after school. During this tutoring time, students have focused on the standard of Claim Evidence Reasoning (CER) across all settings.

1.5 Professional development - This year, our TOSA provided targeted instructional support to staff through both structured training and on-demand assistance. Two virtual training series were offered: a four-session Canvas training series and a three-session Labster virtual lab training series, each consisting of one-hour sessions. These sessions were open to principals, teachers, and instructional aides. The Canvas series had 23 staff sign-ups, with 7–13 attending per session, while the Labster series had 26 sign-ups, with 11–14 attending each time. In addition to these group trainings, the TOSA facilitated individual and site-based sessions focused on Canvas, Labster, and both adopted and supplemental curriculum tools. These trainings were customized to meet specific site and staff needs. Ongoing, flexible support was also provided throughout the year, with at least five one-on-one or small group meetings per month, delivered either in person or via Zoom. This sustained support helped staff effectively integrate digital tools and resources into instruction. This year, our Administrator of Academic Innovation provided a comprehensive series of professional learning sessions to strengthen support for English Learners and promote high-impact literacy strategies across RCOE Alternative Education sites. A 1-day ELD training was delivered to over 30 staff members, covering key topics such as English Learner data, Federal Program Monitoring (FPM) requirements, reclassification criteria, and progress monitoring expectations. Staff also explored the California English Learner Roadmap, distinctions between Designated and Integrated ELD, and

strategies to improve the testing environment and interpretation of ELPAC writing response scores. Practical scaffolding strategies were introduced to support student success, alongside training in how to use Achieve3000 Literacy to differentiate instruction and monitor progress. The training walked participants through platform setup, lesson assignment, performance tracking, and ways to promote student engagement through interactive features.

To support implementation, over 32 demo lessons were delivered across five school sites. These lessons modeled how to use Close Reading, the SQ3R method (Survey, Question, Read, Recite, Review), and the Claim-Evidence-Reasoning (CER) writing structure to deepen reading comprehension and critical thinking. Students were taught how to analyze texts in depth, generate thoughtful responses, and support their writing with textual evidence—skills critical to improving both ELA outcomes and engagement.

In addition, two AVID Cornell Notes demo lessons were provided in CTE classrooms to help students build strong note-taking and organizational habits. To support differentiated instruction, two My Perspectives demo lessons were also delivered, modeling how to engage mixed-grade classrooms using flexible, level-appropriate materials. These lessons helped educators implement collaborative and independent learning strategies while maintaining rigor for all students.

1.6 Access and the use of digital technology to support student learning – All students have access to Chromebooks with a ratio of one-to-one. Students also are engaged in online platforms such as CLEVER to access their learning platforms. This centralized area allows teachers and staff to access all tools necessary to engage students in their learning process.

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

N/A

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.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	GLEAM Instruction and Professional Development	Ensure culturally and linguistically responsive instruction for all students by providing a space and structure for teachers to (1) engage in dialogue and dynamic learning with students; (2) explore their own identities, mindsets, and skills (mirror work) as they simultaneously seek to understand and affirm their students' backgrounds, cultures, and languages (window work); and (3) cultivate restorative, student-centered classroom cultures while focusing on instruction that is grade level centered. This will be done through time spent in PD and PLC meetings as well as SILK training and additional support coaching	\$20,000	N
1.2	Standards aligned instructional resources	Students have students have access to standards-aligned instructional materials in multiple modalities	\$292, 180	N
1.3	MTSS Teams	MTSS team meetings to review and evaluated data to determine interventions for students within the area of academics, behavior, and attendance as monitored and documented through the AERIES system.	\$1,117,526	Y
1.4	Direct tutoring and intervention support to students	Tutoring provided by contracted tutoring programs on-line, in person, and through learning platforms such as Achieve3000 and Membean	\$592298	N
1.5	Professional Development	Professional development in the form of targeted support by the Administrator of Innovation and Support, Teacher on Special Assignment (TOSA) through in-class coaching and weekly professional development	\$612771	N
1.6	Access and use of digital technology to support student learning	The provision of one-to-one devices and the use of digital platforms to support access to grade level materials (i.e. Clever, Edmentum, Canvas, Language Tree, etc) and allow for courses to be presented in a manner that can support all types of learners such as EL, SWD	\$505200	Y

Insert or delete rows, as necessary Goal

Goal #	Description	Type of Goal
2	All students will graduate from high school with equitable access to college, career, or post-secondary pathways	Broad Goal

State Priorities addressed by this goal.

Priority 4, Student Achievement; Priority 5, Pupil Engagement; Priority 7, Course Access; Priority 8, Student Outcomes

LCFF resources for this priority address test performance, getting college- and career-ready, students who are English learners and reclassified, advanced placement exams, and preparing for college by the Early Assessment Program (priority 4). This goal also addresses school attendance, chronic absenteeism, middle school dropout rates, high school dropout rates, and high school graduation rates (Priority 5). Focus on student outcomes and subgroups that impact the overall program of community and court school programming and specifically review the DAAS graduation rates (Priority 8) The LCFF priority addresses a course of study where programs and services are developed and provided to students learning English as a second language, students with special needs, youth in foster care, and individuals with exceptional needs (Priority 7).

An explanation of why the LEA has developed this goal.

This broad goal was developed based on the local performance indicators on the California Dashboard, the state indicators on the California Dashboard, and stakeholder input. In addition, stakeholders prioritized the need for Goal 1 to continue the progress on graduation rates and improve academic achievement and CCI. 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 and the four/five year graduation rate (Priority 5), college and career readiness indicator (Priority 4), student data from the local assessments (NWEA in ELA, reading, and math-Priority 8), and input from our engagement 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). Engagement groups 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 engagement partner feedback (CTE Advisory Committee, Leadership Team, Staff Development Planning Committee, LCAP site engagement meetings, ELAC/DELAC/SSC): Action 1 (Dual Enrollment Programming), Action 5 (Attendance Support and Focus), Action 6

(Monitoring instruction for SWDs), Action 7 (Support for English Learners), Action 8 (High School Equivalency Test) and Action 11 (Summer School).

The following actions were created/grouped to meet the metrics for CCI under LCFF Priority 4 and in response to engagement partner feedback (CTE Advisory Committee, Leadership Team, Staff Development Planning Committee, LCAP site engagement meetings): Action 1 (Dual Enrollment Programming), Action 2 (CTE Pathways), Action 4 (CCI Planning & Awareness), Action 5 (Attendance Support and Focus), Action 6 (Monitoring instruction for SWDs), Action 7 (Support for English Learners), Action 9 (Work-Based Learning and Industry Certifications) Action 10 (Student Led Enterprise), Action 11 (Summer School),

The following actions were created/grouped to meet the metrics for pupil achievement under LCFF Priority 4 and course access under LCFF Priority 8 and in response to engagement partner feedback (SSC, PAC, Leadership Team, Staff Development Planning Committee, LCAP site engagement meetings): Action 1 (Dual Enrollment Programming), Action 2 (CTE Pathways), Action 3 (AVID), Action 4 (CCI Planning & Awareness), Action 6 (Monitoring instruction for SWDs), Action 7 (Support for English Learners), Action 8 (High School Equivalency Test), and Action 11 (Summer School).

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Court School four/five-year graduation rate	Court School 37.8% four-year, 49% five-year graduation rate	Court School 38.9% four-year, 50% five-year graduation rate	[Insert outcome here]	Court School 48% four-year, 58% five-year graduation rate	Court School difference 10.2% four-year, 11.7% five-year graduation rate
2	Community School four/five-year graduation rate	20.9% four-year, 23.3% five-year	27.5% four-year, 32.5% five-year	[Insert outcome here]	Community School 30% four-year, 35% five-year graduation rate	Community School difference 10.7% four-year, 9% five-year graduation rate
3	Court School DASS One-Year High School Graduation Rate on the California Dashboard (Priority 5)	The Court School DASS One Year Graduation Rate was 90.5% in 2022-2023 (The Court School DASS One-Year Graduation Rate was 95.7% in 2023-2024	[Insert outcome here]	Achieve 95% Court School DASS One-Year High School Graduation Rate	Difference is + 5.2%
4	Community School DASS One-Year High School Graduation Rate on the California Dashboard (Priority 5)	The Community School DASS One Year Graduation Rate was 95% in 2022-2023 (based on internal data- There was not a big enough "N" for DAAS)	The Community School DASS One-Year Graduation Rate was 100% in 2023-2024	[Insert outcome here]	Achieve 90% Community School DASS One-Year High School Graduation Rate	Maintain, +5% difference from baseline
5	Community School College/Career Indicator on the California Dashboard (Priority 4)	Community School CCI was 1.2% available in 2022-2023	Community School CCI was 12.8% in 2023-2024	[Insert outcome here]	Achieve a 6% CCI Rate.	9.9% difference within the Community School
6	Court School College/Career Indicator on the California Dashboard (Priority 4)	Court School CCI was 4.5% in 2022-2023	Court School CCI was 15.6% in 2022-2023	[Insert outcome here]	Achieve a 10% CCI Rate.	+11.1% difference within the Court School

7	English learner growth on the Local Test of English Language Learners ((Priority 8)	<p>EL students scoring advanced/high on the TELL 33% in 2023-2024</p> <p>Change in assessment 2024-2025 new Baseline: EL students scoring well-developed on the Language Tree Assessment Listening Court 17.9% CS 7.7% Reading Court 0%, CS 3.6% Speaking Court 46.2%, CS 33.3% Writing Court 38.9%, CS 7.7%</p>	<p>EL students scoring well-developed on the Language Tree Assessment Listening: Court 17.9% CS 7.7% Reading : Court 0%, CS 3.6% Speaking: Court 46.2%, CS 33.3% Writing: Court 38.9%, CS 7.7%</p>	[Insert outcome here]	EL students scoring advanced/high on the TELL 42%	New baseline – no difference
8	English learner reclassification (Priority 4) based on the Alternative Education reclassification criteria.	English learner reclassification rate was 1% in 2022-2023	English learner reclassification rate was 1% in 2024-2025	[Insert outcome here]	English learner reclassification rate will be 10%	Difference of 9%
9	Court School Students ELPAC (Priority 4)	Court School ELPAC for 2022-2023, 9.09 % classified as Level 4, indicating a well-developed, 22.73 ,fall into Level 3, indicating a moderately developed proficiency.	Court School ELPAC for 2023-2024, 10.81 % classified as Level 4, indicating a well-developed, 13.51 ,fall into Level 3, indicating a moderately developed proficiency.	[Insert outcome here]	Court School ELPAC 40 % of students will be either well developed or moderately developed in proficiency	Difference of 7.5

10	Community School Students ELPAC (Priority 4)	Community School ELPAC for 2022-2023, 2.78% classified as Level 4, indicating a well-developed proficiency, 33.33% fall into Level 3, indicating a moderately developed proficiency.	Community School ELPAC for 2023-2024 3.85% classified as Level 4, indicating a well-developed, 36.54%, fall into Level 3, indicating a moderately developed proficiency.	[Insert outcome here]	Community School ELPAC 55% of students will be either well developed or moderately developed in proficiency	Difference of 14.61%
11	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 2023-2024	All students had full access to a broad course of study in 2024-2025	[Insert outcome here]	Maintain at 100%	0% Difference
12	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 2023-2024	All students had full access to a broad course of study in 2024-2025	[Insert outcome here]	Maintain at 100%	0% Difference

Insert or delete rows, as necessary.

Goal Analysis for 2024-2025

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

There was no significant difference in the planned activities. Implementation of actions under Goal 2 has been largely consistent with planned strategies, showing steady progress in expanding equitable access to graduation, college, and career pathways for all students, particularly those in Court and Community Schools. Actions were grounded in the use of standards-aligned curriculum, credentialed teachers, and targeted supports for subgroups, including English Learners, foster youth, and students with disabilities.

Key successes were evident in graduation outcomes. Court School saw a 10.2 percentage point increase in the four-year graduation rate and an 11.7 point increase in the five-year rate. Similarly, Community School improved by 10.7 points (four-year) and 9 points (five-year). These gains demonstrate effectiveness in re-engaging students and aligning instruction to graduation requirements. The one-year graduation

rates for both Court (95.7%) and Community School (100%) exceeded the target, indicating strong support systems for students closer to completing their credits.

College and Career Indicator (CCI) performance also improved significantly. Court School increased from 4.5% to 15.6%, and Community School from 1.2% to 12.8%, both surpassing the year-three targets. These gains reflect expanded access to career technical education, dual enrollment, and certification opportunities.

Implementation challenges emerged in English learner reclassification and literacy outcomes. While instructional services were delivered as planned, the reclassification rate remained low at 1%, far below the 10% target. Additionally, student performance on the new Language Tree assessment revealed a need for deeper support in reading and writing domains, especially at Community School. Despite these challenges, Court and Community Schools maintained full access to standards-aligned materials and a broad course of study for 100% of students.

Instructional improvement for English Learners remains a priority, especially as ELPAC results indicate only modest movement in the percentage of students at well-developed or moderately developed proficiency levels. Community School students, for example, moved from 36.1% to 41.2% proficiency in listening and speaking, while Court School students improved to 24.3% and 57.3% in those same domains.

In summary, the implementation of Goal 2 has resulted in measurable improvements in graduation rates, college and career readiness, and course access. However, efforts must continue to address persistent gaps for English Learners and ensure consistent reclassification and literacy gains. The alignment of actions to LCFF Priorities 4, 5, 7, and 8 has been maintained, and while instructional systems are in place, differentiated strategies will be essential to meet the needs of all learners.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Budgeted expenditures for goal 2 were also impacted by staffing vacancies and illness. 2.3 AVID tutoring positions did not get filled until the second semester. 2.6 was a bit lower due to a staffing vacancy, which has been a consistent vacancy. Money will be reallocated to different positions for the 25-26 year to address the continuous need. 2.10 did not have any cost associated with it this year, as the youth did not compete or present in the planned activities (Fall activity was cancelled due to circumstances beyond our control). 2.11 There were less students who signed up for Summer School resulting in a decrease in staff needed to instruct.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

2.1 Effective. Alternative Education continues to offer five (5) career pathways in Culinary Arts, Welding & Joinery, Residential & Commercial Construction, Digital Media, and Cyber Security (Cyber Security is offered in partnership with UCR Extension and is taught virtually by UCR Extension personnel). During the prior 2023-2024 academic year, students in the three (3) of the Career Pathways had access to dual

enrollment or articulated credit: Welding & Joinery (articulation with Bastow Community College), Digital Media (articulation with Riverside City College), and Cyber Security (Dual Enrollment with UCR Extension). Effective with the current (2024-2025) academic year, two additional pathways offered articulated (early college credit): Culinary Arts (articulation with Mt. San Jacinto College) and Construction (articulation with Norco College). Students enrolled in courses articulated with area community colleges are eligible for free (early) college credit for adequate performance in the overall CTE courses and on the final assessments in these classes.

During the 2024-2025 academic year, seventy-five (75) community school alternative education students have been served in CTE courses with early college credit (ECC) access (via dual enrollment and articulation) while an additional twenty-six (26) students were able to take additional CTE courses online through Edmentum

2.1 Dual enrollment was effectively implemented with partnerships with UCR, CBU, and RCC. All students were provided with access to Community and 4 year programming at no cost. In December 2024, 58 students were honored at the University of California, Riverside (UCR) dual enrollment ceremony. This celebration marked a significant milestone in their academic journey, demonstrating the power of community partnerships and the potential of alternative education. Through the collaboration between the Riverside County Office of Education (RCOE) and UCR Extension, students from alternative education programs were provided with a pathway to experience college-level learning, participate in research, explore career opportunities, earn college credit, and gain technical skills that could lead to jobs offering a living wage.

2.2 Effective -During the 2024-2025 academic year, the Alternative Education unit submitted a successful competitive Strong Workforce Program (SWP) grant application in order to expand the current Welding & Joinery Pathway offered at the David Long Regional Learning Center (community school) to another site, the Arlington Regional Learning Center (community school). Since funds from this grant are awarded late in the academic year, the Welding & Joinery pathway will become operational at the David Long RLC during the 2025-2026 academic year

2.3 AVID – Semi Effective – with the high turnover of staff and unfilled positions it was difficult to advance in implementation of strategies across sites. RCOE was able to maintain its focus on WICOR and was able to fill two of the AVID tutor spots towards the end of the year.

2.4 During the course of the academic year, Alternative Education students have been provided with twenty-seven plus (27+) virtual or in-person presentations regarding apprenticeship programs overall and particular programs within the Automotive, Information Technology, Construction, Masonry, and Electrical industries. The apprenticeship forums featured presenters from LAUNCH (Local Apprenticeships Uniting a Network of Colleges & High Schools), MITA (Masonry Industry Training Association), UCR Extension, Southwest Carpenters Union, and WECA (Western Electrical Contractors Association). The PSAT and ASVAB were offered at multiple sites, allowing students to be part of a college-going culture.

2.5 Effective- there was a decrease in chronic absenteeism, largely due to the work of the social worker and site teams developing strategic attendance plans. Furthermore, two Community Dropout Prevention Specialists (CDPS) were hired in the second semester to support sites even more. Community Schools were able to move out of “red” to “orange” on the CDE Dashboard.

2.6 Monitoring instruction for SWD -somewhat effective - For student enrolled for 12 weeks or more, 69.13% of students either met or partially met all IEP goals at the time of their Annual Plan Review. 30.2% of the goals were met, and 38.93% of the goals were partially met. 30.87% of the total goals were not met. Of the 30.87% not met, 25.37% of these goals were either transition goals, vocational (task completion, attendance, ect), or behavior goals.

2.7 Semi-Effective Support for EL In Court School, the percentage of English Learners scoring at Level 4 (Well Developed) increased slightly from 9.09% in 2022–2023 to 10.81% in 2023–2024, indicating a modest improvement in full English language proficiency. However, the percentage of students scoring at Level 3 (Moderately Developed) dropped significantly from 22.73% to 13.51%, resulting in an overall decline in the combined percentage of students achieving moderate to high proficiency, from 31.82% to 24.32%, a decrease of 7.5 percentage points.

Similarly, in Community School, English Learners scoring at Level 4 rose from 6.45% to 10.71%, reflecting positive growth among a small group of students reaching full proficiency. Yet, those at Level 3 fell sharply from 25.81% to 10.71%, contributing to a combined drop in Levels 3 and 4 from 32.26% to 21.42%, a decline of 10.84 percentage points.

Across both schools, this pattern suggests that while a few students are advancing to higher levels of proficiency, a larger group is not progressing from the lower levels as expected. This points to a need for more targeted support for students in the “approaching proficiency” range (Level 3) and enhanced integrated and designated ELD instruction to ensure sustained growth and movement toward reclassification.

2.8 HiSET GED – Effective - All students who took the GED/HiSET in court and community schools passed the exam.

2.9 Work-based- effective learning industry certificates – all students in culinary classes were given the opportunity to complete their food handlers course as well as earn their ServSafe cards.

2.10 Student-Led Enterprise -semi-effective- Students completed financial literacy courses and held local elections to determine leaders for the Skills USA Chapter meetings. Unfortunately, the larger planned events to showcase skills were cancelled.

2.11 Summer School – effective – all sites held summer school sessions with students working on making up credits, accelerating, and participating in Summer Camps at UCR. Students were provided with opportunities to participate in engaging work while receiving additional support.

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

Metric 7 was changed from the TELL to the Language Tree Local Assessment. Going into the new year there will be more time spent on ELD specific strategies for teachers and coaching for both administrators and instructional staff to support this population.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Dual Enrollment Programming	Course offerings and guidance offered through UCR, RCC, COD, MSJC, and other local community courses which allow for students to earn credit and/or experience courses provided by college instructors while enrolled in high school programming	\$ 216240	No
2.2	CTE Pathways	Expand current career technical programming that includes welding, digital media, culinary/hospitality, residential commercial construction, and computer networking/science.	\$ 1081911	No
2.3	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).	\$ 56038	No
2.4	College and Career Indiciary (CCI) Planning and Awareness	Implement comprehensive college readiness programming, integrating college introductions, tours, CTE opportunities, and transition activities. This includes career inventories, college assessments (PSAT, AP exams, ACT, SAT), summer camps, and counselor support for college applications, financial aid, and FAFSA completion. Additionally, strategically plan CCI readiness through academic scheduling, expand dual enrollment, IB, AP, and CTE offerings, embed literacy and numeracy skills, provide SBAC preparation, and offer concentrated support for underrepresented groups in accessing dual enrollment, college and career guidance, and FAFSA completion	\$405892	Yes
2.5	Attendance support and focus	School social worker, Community Drop Out Prevention Specialists (CDPS) directly supports students in middle school and those students who are foster, homeless, or migrant in developing individual plans to meet attendance goals. There is MTSS data monitoring, SART meetings and quarterly SARB meetings and community connections with support from A2A attendance platform.	\$ 251373	Yes

2.6	Monitoring instruction, Learning and graduation rates 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 the administrator, instructional specialist, and school psychologist.	\$ 337319	No
2.7	Support for English Learners	Implement the English Learner Roadmap to actively involve ESL students, foster a strengths-based approach by embracing multilingualism, continuously monitor language acquisition (LTREE, ELPAC) and reclassification rates, and ensure daily designated and integrated English language development (English 3-D, Language Tree)	\$ 96141	No
2.8	High School Equivalency Test (GED and HiSET)	Implement the High School Equivalency Test prep and assessment (GED and HiSET) as an alternative to the high school diploma.	\$ 136010	No
2.9	Work-Based Learning and Industry Certifications	Implement Workability, Work Experience permits, and other employment certificate programs (i.e., food handler permits, OSHA certification).	\$ 8782	No
2.10	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..	\$ 19100	No
2.11	Summer School	Implement a targeted summer school program to provide instruction and support for students who have missed learning opportunities during the school year. Offer engaging, affirming, and meaningful instruction aimed at helping students develop and enhance knowledge on grade level standards, ensuring their academic progress and success	\$ 55491	No

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
3	Support students' personal growth and learning in safe, nurturing environments, while also enhancing connections and communication between homes, schools, and communities.	Broad Goal

State Priorities addressed by this goal.

Priority 1, Basic Service; Priority 3, Family Engagement; Priority 5, Student Engagement; Priority 6 School Climate; Priority 8, other pupil outcomes.

LCFF resources for this priority include family engagement in decision-making, promotion of family participation in the education process for all students, and including students with disabilities.

An explanation of why the LEA has developed this goal.

This broad goal, rooted in addressing the social-emotional learning needs of students, is meticulously crafted based on local indicators on the California Dashboard, supplemented by student data from state indicators on the California Dashboard/DASS, and enriched by input from partner groups. It strategically targets key performance outcomes: safe and healthy learning environments (Priority 1), parent involvement (Priority 3), student attendance (Priority 5), student suspension rates (Priority 6), and the California Healthy Kids Survey (Priority 6). With a steadfast commitment to ongoing priorities in student behavioral/mental health services, the district prioritizes the cultivation of skills essential for self-management, self-awareness, social awareness, responsible decision-making, and relationship-building, all integral to student attendance, conduct, and academic achievement. Furthermore, this goal underscores a holistic approach to student development, particularly vital for those in Court and Community Schools who often arrive after enduring traumatic experiences, aiming not only for academic success but also for the nurturing of social-emotional skills and personal growth (Priority 8).

Recognizing the importance of these skills in students' overall success and well-being, the district aims to empower students to become well-rounded individuals capable of navigating various life situations.(Priority 8). By fostering positive, safe, and healthy learning environments, RCOE seeks to optimize conditions for student learning and growth. Such environments are conducive to academic achievement and help students thrive emotionally and socially (Priority 6). Strengthening connections and communication between homes, schools, and communities is crucial for creating a supportive ecosystem around students. By involving parents, caregivers, community organizations, and other stakeholders in students' education, the RCOE aims to enhance student support networks and foster a sense of community ownership over education(Priority 3).These goals also align with efforts to promote equity and inclusion in education. By prioritizing the development of essential skills in all students and ensuring access to safe, supportive environments, the RCOE aims to address disparities and create opportunities for all students to succeed regardless of their background or circumstances (Priority 2 & 5). Prioritizing social-emotional learning, positive school climate, and community engagement aligns with state and local education priorities. These goals reflect a commitment to meeting not only academic standards but also broader educational outcomes that contribute to students' long-term success and well-being (Priority 6).

The actions below are designed to meet the metrics for local and state indicators on the California Dashboard for LCFF priorities, as well as to address pupil engagement under LCFF Priority 5 and school climate under LCFF Priority 6: Improve attendance through supports and incentives. (Action 3.5) This action will be used to target students who are in community and court school but also those who are represented under RCOE's overall CDE dashboard. With a focus on any students who are identified in the lowest area, for Special Education this is White Maintain no suspensions for Community and Court through PBIS (Action 3.5). This is essential in supporting all of the student served through RCOE. Enhance student attendance and connectedness in school through sports programs, activities, and after-school programs (Action 3.6). Maintain positive student behavior in class through social-emotional support (Action 3.5). Support school connectedness/social-emotional learning through behavioral/mental health services. Support social-emotional learning through behavioral/mental health services

through BHTs . Develop skills in self-management, self-awareness, social awareness, responsible decision-making, and relationship-building through mentoring and direct support by BHTs (Action 3.4). Improve school climate through: School safety personnel and services (Action 3.8), School safety equipment (Action 3.9), Clean schools (Action 3.10). Enhance parent engagement through: Parent workshops and committees (Action 3.1). Local Indicators on the California Dashboard for Clean and Safe Schools (Basic Services): These actions contribute to meeting local indicators on the California Dashboard for clean and safe schools: School safety personnel and services (Action 3.8), School safety equipment (Action 3.9), Clean Schools (Action 3.10)

Goal 3 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 and Panorama Screener 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 3

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Court school suspension rate	0% Suspension 2022-2023 School Year	0% 2023-2024 School Year	[Insert outcome here]	<1% Suspension Rates	0% difference
2	Community school suspension rate	0.5% Suspension 2022-2023 School Year	2.5% Suspension 2023-2024 School Year	[Insert outcome here]	<1% Suspension Rates	2% difference
3	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	[Insert outcome here]	Community School and Court School student expulsion rates were zero	0% difference
4	Student Daily Attendance Rates (Priority 5)	Student daily attendance rates were 94.6% at the Court School and 74.2% at the Community School with a combined rate of 84.4% in 2022-2023	Student daily attendance rates were 92.81 % at the Court School and 88.7% at the Community School with a combined rate of 90.12% in 2023-2024	[Insert outcome here]	Achieve a 90% overall student attendance rate	.12 difference
5	Community Student Chronic Absenteeism Rates (Priority 5)	42.2% Chronic Absenteeism	41.1 % Chronic Absenteeism	[Insert outcome here]	≤25% Chronic Absenteeism	1.1 % difference
6	Court Student Chronic Absenteeism Rates (Priority 5)	No Performance Rating available for Chronic Absenteeism	No Performance Rating available for Chronic Absenteeism	[Insert outcome here]	<25% Chronic Absenteeism	No baseline available to determine the difference

7	School Safety (Priority 6) California Health Kids Survey (CHKS)	Community School Perceived Safety at School: Very safe: 28% Safe: 35% = 63%	Community School Perceived Safety at School: Very safe: 25% Safe: 35% = 60%	[Insert outcome here]	The percent of students responding that they feel very safe or safe on the CHKS will be at 80%	3% difference
8	School Safety (Priority 6) California Health Kids Survey	Court School Perceived Safety at School: Very safe: 49% Safe: 28% = 77%	Court School Perceived Safety at School: Very safe: 42% Safe: 20% = 62%	[Insert outcome here]	The percent of students responding that they feel very safe or safe on the CHKS will be at 85%	15% difference
9	Safe and Clean Facilities (Priority 1) Facilities Inspection Tool	All facilities were rated as in good condition in 2022- 2023 on the RCOE Facilities Inspection Tool	All facilities were rated as in good condition in 2023 - 2024 on the RCOE Facilities Inspection Tool	[Insert outcome here]	Maintain all facilities rated as in good condition using the Facilities Inspection Tool	Maintain, 0 difference
10	Social Emotional (Priority 6) Panorama Screener Social Emotional Learning	Community School: Overall score on Student Competency & Well-Being Measure 46.97%	Community School: Overall score on Student Competency & Well-Being Measure 43.15%	[Insert outcome here]	The percent of students overall responding favorably on the Panorama Screener will be at 62%	3.82% difference
11	Social Emotional (Priority 6) Panorama Screener Social Emotional Learning	Court School: Overall score on Student Competency & Well-Being Measure 54.55%	Court School: Overall score on Student Competency & Well-Being Measure 45.75%	[Insert outcome here]	The percent of students overall responding favorably on the Panorama Screener will be at 70%	8.8% Difference

12	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 2023-2024	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 2024-2025	[Insert outcome here]	Maintain average rating on the CDE Parent Engagement Self-Reflection Tool at full implementation	No difference,
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Insert or delete rows, as necessary.

Goal Analysis for 2024-2025

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

There were no substantial differences in implementing this goal and actions.

The data reflects strong progress in several key areas, alongside opportunities for deeper investment and improvement.

Suspension and expulsion rates remained low across both community and court schools, with court schools maintaining a 0% suspension rate and both programs reporting no expulsions for the second consecutive year. These outcomes underscore the effectiveness of supportive behavior systems and a commitment to keeping students engaged in learning environments. Daily attendance rates improved significantly, with the court school reaching 92.81% and the community school improving to 88.7%, resulting in a combined rate of 90.12%. This surpasses the target of 90% and reflects the success of recent attendance initiatives and re-engagement strategies. However, chronic absenteeism at community schools, while slightly reduced, remains high at 41.1%, and data for court schools remains unavailable—both of which signal areas for continued monitoring and support.

Student perception of safety declined in both settings according to CHKS data, with community schools dropping from 63% to 60%, and court schools from 77% to 62%. In addition, results from the Panorama screener revealed a drop in students’ reported social-emotional well-being, especially at court schools. These findings highlight the need for increased focus on school climate, connection, and emotional

supports. Despite these challenges, all sites maintained good facility ratings, contributing to a safe and stable physical environment for learning.

Staff, parents, and caregivers consistently rated our efforts highly in areas such as creating welcoming environments, maintaining clear and inclusive communication, and providing families with resources to support learning at home. These strong ratings reflect meaningful progress in building trust and shared responsibility for student success. At the same time, the input points to areas that require continued attention. We must deepen our efforts to better understand the cultures, strengths, and goals of the families we serve and ensure all voices are included in school and district decision-making. Continued focus on culturally responsive practices and expanding authentic engagement opportunities will be essential to increasing impact.

Compounding some of the challenges this year was a high number of employee vacancies, leading to frequent reliance on substitutes with mandatory 30-day rotation limits. This staffing instability may have impacted instructional consistency and campus culture. In response, we are actively recruiting permanent staff and building a more structured support system for substitutes to reduce disruption and maintain a stable learning environment.

Overall, the results affirm that we are on the right path. The positive gains in daily attendance, consistent family engagement, safe facilities, and low exclusionary discipline practices demonstrate meaningful progress. By continuing to center relationships, strengthen two-way communication, stabilize staffing, and expand culturally responsive and inclusive practices, we will build even stronger partnerships that support the personal growth, learning, and well-being of every student.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Most expenditures fell within the estimated budget. There was an increase in expenditures in the area of 3.6 student sports, activities, and after school programming. This year there was a higher need to replace student athletic equipment at multiple sites. 3.7 Mentoring was also increased, as our mentoring program was enhanced to provide more direct support to our juvenile halls.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

3.1 Parent/Guardian Workshops and Committees: Partially Effective - Staff, parent, and caregiver feedback indicates strong ratings in creating welcoming environments and providing learning resources at home, which suggests that some workshops and engagement activities are being implemented effectively. However, continued focus is needed to deepen culturally responsive engagement and ensure inclusive participation in decision-making committees such as ELAC, DELAC, and SSC.

3.2 Parent Information Systems – Effective -Families reported clear and inclusive communication through tools such as ParentSquare, which supports ongoing outreach and transparency about student learning and school updates.

3.3 Multilingual Communication – Effective – with the use of online tools such as ParentSquare, we are able to provide multilingual communication in multiple formats as well as across all sites. Furthermore, the introduction of AI has allowed us to include other ways in which we can include families and students. Inclusive communication is noted as a strength within local surveys

3.4 Behavioral Health -Status: Partially effective -Panorama SEL data shows a decline in student well-being scores, particularly in court schools (dropping from 54.55% to 45.75%). This suggests that while mental health services are available (e.g., BHTs, Hazel Health), and 100% of students receiving BHT supports, further development of tiered supports and monitoring systems is needed.

3.5 Positive Behavior Intervention and Supports (PBIS) – partially effective-Court schools maintained a 0% suspension rate, suggesting success with alternative behavior strategies. However, community school suspensions are low with a 2.5%, rate

3.6 Student Sports, Activities, and After-School Programs – effective -there has been active participation in school sports with students and families indicating that they appreciate the opportunity to have sports programs at all sites.

3.7 Mentoring-effective -This year a new mentoring program was selected, with a focus on credible messengers. Students participating in the 8-week personal development program demonstrated meaningful growth in self-awareness, confidence, and future planning. Nearly all students (97%) reported feeling motivated to pursue their goals after learning about S.M.A.R.T. goal setting and mindset strategies, including how to manage distractions and maintain focus through planning and positive thinking. As the program progressed, students gained confidence in their future plans and began making connections between physical well-being and mental clarity, with many adopting healthier habits like regular exercise.

Self-discovery emerged as a central theme, with 90% of students believing they were gifted, though only 76% could clearly identify their talents. While many recognized their strengths, some still struggled to differentiate between strengths and weaknesses—an area that may benefit from continued guidance. Importantly, 96% of students indicated they were learning to advocate for themselves.

The introduction of mentorship helped students understand the value of seeking guidance, identifying qualities of effective mentees, and recognizing mentors in their lives. This reinforced the importance of building relationships and seeking support as part of personal and academic success.

Overall, the program empowered students to take ownership of their growth, equipping them with practical tools and insight to build confidence, identify their unique talents, and pursue meaningful goals.

3.8 School Safety Personnel and Services - Effective. Each community school has a campus security supervisor, and facilities are rated in good condition. In the area of “Perceived School Safety” the following responses were received. Within the Community Schools 93% of students responded feeling neutral, safe, or very safe. In the Court Schools 88% of students responded feeling neutral, safe, or very safe.

3.9 School Safety Equipment – Effective - No issues were reported with school safety equipment or infrastructure. Facilities are consistently rated in good condition through the RCOE Facilities Inspection Tool.

3.10 Clean Schools – Effective - Facilities across all sites continue to be rated in good condition, indicating that custodial and cleaning protocols are being maintained effectively. This year all schools received 100% on their health inspections.

3.11 Physical Health- partially effective- The Physical Health reports from Hazel Health, covering July 2024 through May 2025, show that school-based health services are making a meaningful impact across Riverside County Office of Education programs. A total of 218 visits were completed, involving 57 unique students—a 3% increase in participation compared to the prior period. All visits occurred on campus, and 71% of eligible schools had at least one completed visit, indicating broad, though not yet full, implementation. Importantly, 96.8% of visits resulted in students returning to class the same day, contributing to 633 instructional hours saved. This high return-to-class rate underscores the role of school-based health care in minimizing disruptions to learning.

The most common symptoms addressed included headaches (56%), sore throats (44%), stomach aches (44%), and coughs (32%), which reflects a focus on resolving frequent acute issues that could otherwise lead to absences. Most visits were made by students in grades 10 and 11, with the majority between ages 14 and 17. Male students accounted for the majority of visits (156), and Hispanic students made up the largest demographic group served.

While overall participation remains strong and student outcomes are positive, there was a slight 8.8% decrease in total visits compared to the same time last year. This, along with the fact that nearly 30% of eligible sites had no completed visits, suggests there is room to expand access and increase awareness of available services. The reports confirm that Hazel Health is effectively reducing barriers to learning through on-site care and offer valuable insights for strengthening outreach, equity, and continuity of health services across RCOE programs.

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

No changes to metrics. To strengthen our impact moving forward, we must prioritize increasing student attendance, reducing chronic absenteeism, and improving school climate—particularly students’ sense of safety and emotional well-being. Continued investment in social-emotional learning, trauma-informed practices, and culturally responsive strategies will be key. We also need to stabilize staffing by actively recruiting permanent employees and building consistent support systems for substitutes. Finally, we should expand authentic family engagement opportunities that elevate student and caregiver voice in school decision-making. By focusing on these areas, we can create more stable, inclusive, and connected learning environments where all students can thrive. We have recently added the use of Health Navigators to increase connectivity and support at our community schools for families and outside agencies

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.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Parent/Guardian workshops and committees	<p>Training and support to educators and families that helps both groups work collaboratively to build trusting relationships and partnerships focused on supporting improved student outcomes.</p> <p>These regular workshops and seminars for parents and guardians on topics such as effective communication strategies, navigating the education system, and supporting student learning at home will occur through PIQE, College Success, various parent advisory committees, SSC, ELAC, DELAC, Awards Ceremonies, parent information nights, etc.</p>	\$5800	No
3.2	Parent Information Systems	The use of various parent outreach systems, opportunities to communicate about student progress and programming. (Parent Square, Community Outreach activities)	\$3154	No
3.3	Multilingual Communication	Translation provided to ensure that all communications, including newsletters, websites, notices, meetings, and workshops are provided in multiple languages to accommodate the diverse linguistic backgrounds of families in the community.	\$34650	No
3.4	Behavioral Health	Implement and monitor mental health/social health wellness and screener to provide mental health and supports by providing a multi-tiered system of intervention. Students have access to licensed behavioral health therapist (BHT) on each school campus. Families are provided direct support as well as linkage to supporting community agencies and resources.	\$1383375	No
3.5	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), MINGA, 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.	\$1400	No
3.6	Student Sports, Activities, and After-School Programs	Integrate intramural sports teams, school activities such as eSports tournaments, after-school programs, and experiential learning trips to enrich student engagement and foster a stronger sense of connection to the school community	\$68500	Yes

3.7	Mentoring	Offer mentoring support through various avenues such as contract services, one-on-one sessions, or group support presentations, facilitated by both community-based organizations and individual mentors. These mentors provide invaluable guidance and support to individuals seeking personal and professional development	\$70000	No
3.8	School Safety Personnel and Services	Provide campus security supervisors at each Community School site. Supporting safety and social emotional learning as well as informal mentorship and guidance.	\$862700	Yes
3.9	School Safety Equipment	Maintain PPE supplies and school safety equipment/infrastructure (e.g., alarms, security cameras, two-way radios).	\$71670	No
3.10	Clean Schools	Implement custodial services, work orders, and contracted services for cleaning at partner sites.	\$609892	No
3.11	Physical Health	Students receive health services and nursing support while attending court schools, and at all community schools, they have access to health services through Hazel Health. These services extend beyond school hours to ensure that families can address and prevent health concerns promptly, thereby mitigating the risk of serious health issues.	\$40000	Yes

Insert or delete rows, as necessary.

Goal

Goal #	Description	Type of Goal
4	Ensure expelled students and foster youth have equitable access to educational opportunities, facilitating their positive reintegration into the school community and fostering a nurturing learning environment for their growth and development	Broad Goal

State Priorities addressed by this goal.

Priority 9, Expelled Pupils; Priority 10, Foster Youth

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 County Child Welfare and Attendance 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 increases the focus on subgroups within the Community and Court School programming based on an analysis of local data and needs expressed by community partners (Priority 9). Action 6 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 #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	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 3.66	[Insert outcome here]	The average rating on the Local Performance Indicator for the Coordination of Services for Expelled Students will be maintained at 4.	.33 difference from current rate
2	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 3.3	The average rating on the Local Performance Indicator for the Coordination of Services for Foster Youth was 3.3	[Insert outcome here]	The average rating on the Local Performance Indicator for the Coordination of Services for Foster Youth will be 4.	.7% difference from current rate
3	Foster Youth Attendance Rates	Data Quest 70.6% in Community School, 21.7% in Court School 2022-2023	Data Quest 59.8% in Community School, 14.4 % in Court School 2023-2024	[Insert outcome here]	Chronic Absenteeism for foster youth < 30% (38.4% is statewide rate)	A difference of 19.2% for Community School and a difference of -15.6% Court School.

Insert or delete rows, as necessary.

Goal Analysis for 2024-2025

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

As part of our Local Control Accountability Plan (LCAP) development process, stakeholders completed the Priority 3: Parent Engagement Self-Reflection Tool. The results offer meaningful insight into our ongoing efforts to build strong partnerships with families and highlight both key strengths and areas where we can continue to grow.

Survey responses reflected consistently strong ratings across nearly all areas of parent engagement, with average scores ranging from 4.2 to 4.5 on a 5-point scale. The highest-rated areas included our use of two-way communication with families in accessible and understandable language, the professional development offered to teachers and principals to support family engagement, and the provision of information and resources that help families support student learning and development at home. These responses affirm the work done to create welcoming school environments, maintain regular communication, and empower families as essential partners in the educational process.

While most areas scored highly, there are indicators that suggest opportunities for continued development. One area that stood out was our ability to support staff in learning about each family’s unique strengths, cultures, languages, and goals for their children. This indicator received the lowest average rating, suggesting the need for a deeper commitment to culturally responsive practices. Additionally, although still positively rated, areas such as engaging families in advisory groups and decision-making and helping families understand and advocate for their legal rights also reflected a wider range of responses, indicating that these are areas to monitor and strengthen further.

As we move into the new school year, we will focus on building on the foundation of trust and collaboration that has been established. Continued emphasis will be placed on inclusive communication, creating space for family voice in meaningful decision-making, and ensuring all families—especially those who have traditionally been underrepresented—feel welcomed, heard, and valued. By deepening our efforts in these areas, we will further strengthen the partnership between schools and families and improve outcomes for all students.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were some differences in budgeted expenses 4.5 By using staff who were already hired by RCOE, we were able to be creative in scheduling, allowing us to utilize resources more efficiently. 4.4 With the adoption of a new initiative supporting foster youth – Alternative Education focused on ways to connect and support this specialized population.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

N/A

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

Action listed now include those that are specific to students as part of the expelled student program, court school, and for those receiving foster youth support. In past LCAPs these were included in the overall programming and not separated out.

Actions under this goal now include instructional programming as a clear delineation that the cost associated with this action are related specifically to the Community School (Action 4.1) and specifically to Court School (4.2) The past LCAP may not have clearly indicated that this large amount of funding is directly tied to the staff that are involved with each program both the day to day and overall supports.

Action 4.3 is specifically targeting the actions and cost associated with providing Educationally Related Mental Health Services to students in the court schools. In the past, this service was included under general “monitoring instruction and learning for students with disabilities”. These supports are above the basic mental health supports provided to all students within the juvenile hall and specifically target students with disabilities as identified within their IEP.

4.4 School transportation – effective – when students have not had access to school, their attendance suffers, by providing a ride or bus passes, we see an increase in students accessing school sites.

Action 4.5 – effective- Students appreciated having a rotation of art programs available to them. The mixed artist provide opportunities for students to enjoy a “taste” of multiple types of programs

4.6 Foster youth- Effective – there has been a larger focus on foster youth this year with RCOE adopting this as one of their new initiatives. Riverside County Student Services (RCSS) supports foster youth by working closely with the county child welfare agency to ensure school stability and provide essential educational information. School social workers and interns serve as liaisons between DPSS, LEAs, and districts to coordinate timely enrollment, manage partial credits, and advocate for school continuity during placement changes, in alignment with laws like AB 490. They participate in interdisciplinary meetings to address educational needs and ensure smooth transitions. In addition, RCSS provides DPSS with ongoing educational data, including academic progress, attendance, and other indicators required for court reports. They document services in the CWS/CMS system, maintain accurate student records, and submit monthly and quarterly reports outlining each youth's educational status, service delivery, and school engagement

In partnership with Temecula Valley Unified School District, Riverside County Office of Education is launching an innovative pilot program to support the academic success of 22 foster youth. Each participating student will receive an RCOE-issued iPad equipped with access to Khan Academy and its AI-powered tutoring platform, Khanmigo. This initiative leverages cutting-edge technology to provide real-time, personalized academic feedback and support, empowering students to strengthen foundational skills and achieve their educational goals.

Foster youth often face challenges due to their transient nature, frequently transitioning between schools with differing curricula and teaching styles. By offering a consistent AI tutor, this program creates a stable academic environment regardless of where students are enrolled. The personalized learning support from Khanmigo ensures continuity, helping students adapt to new educational settings while maintaining progress. To ensure measurable outcomes, the program will utilize the Khan Academy dashboard to track progress, mastery, and growth, allowing educators to provide targeted interventions and foster meaningful academic achievement. This innovative approach addresses the unique needs of foster youth, offering them a consistent and adaptable pathway to success.

4.7 Transition Support – effective -our Coordinator of transitions as well as the Community Drop Out Prevention Specialists (CDPS) work to ensure that every student is enrolled in a program upon their release from court school or when they transition out of community school.

New actions related to Project Based Learning and Leadership Skill Development are being added. Project-Based Learning (PBL) can significantly improve outcomes for students in community and court schools by increasing attendance, boosting academic performance, deepening knowledge, and reducing behavioral issues. When students see that what they're learning is relevant to their lives, they are more likely to attend school regularly. PBL gives students a sense of purpose, as they engage in meaningful, hands-on projects that reflect real-world issues, personal interests, or community concerns. This relevance, combined with opportunities for collaboration and ownership of learning, helps build a sense of belonging and motivation to show up. Leadership skill development is a powerful tool for supporting students in community and court schools, as it helps transform their self-perception, builds confidence, and equips them with critical life skills necessary for personal and academic success. Many students in these settings have experienced trauma, instability, or disconnection from school. Leadership development allows them to reclaim a sense of control over their future by shifting their mindset from surviving to leading.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Community School Instructional Programming	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 by recruiting, hiring, and retaining highly qualified staff	\$4602767	No
4.2	Court School Instructional Programming	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 by recruiting, hiring, and retaining highly qualified staff	\$2390518	No
4.3	Educationally Related Mental Health Services (ERMHS)	ERMHS for students with disabilities within court school programs	\$50000	No
4.4	School transportation	Students are provided bus passes to support coming and going to school as well as supplemental support through transportation companies such as Hop Skip Drive and Everdriven	\$40000	Yes
4.5	Creative Arts programming	Programming within the court and community schools that focuses on providing creative arts programming to all sites through split staffing. Allowing for creative expression and connection to school using a variety of media	\$85000	No
4.6	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 including creative welcoming classroom environments, PBIS, and SEL support	\$158524	Yes
4.7	Transition Support	Coordinator of transition providing support for students within court and community schools to enroll in their home school districts and become connected with community supports,	\$247885	No

4.8	Project Based Learning (PBL)	Coordination, training, and materials are needed to support PBL implementation at school sites. PBL allows for hands-on, active learning that gives students a sense of control and ownership. They're more likely to stay focused and involved when they feel the work matters and when they have a voice in shaping their project.	\$60000	
4.9	Leadership Skill Development (LRBEG)	Collaboration with ANEW Project to focus on development of leadership projects events for students and staff	\$ 80, 000	

Insert or delete rows, as necessary.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2025-2026

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$ 2,210,822	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
\$2,655,517	0%	\$0	5.885%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.3	Students come to RCOE with significant learning gaps. They are not being successful on local and state assessment. These needs show in academic, behavior, and attendance. This indicates a need to evaluate the data frequently and implement specific interventions based on data review and researched practices.	Each school has their own MTSS team that reviews and evaluates their students' academic, behavior, and attendance needs. While each school works with similar populations, each school has unique needs specific to the region they serve. This will support MTSS teams specifically and strategically work on determining ways to address learning gaps in students who are not being successful with the Tier I interventions that are being provided. They evaluate specifically: academic, attendance, and behavior needs	Graduation rates, attendance dashboard, progress on NWEA and CAASP Data, Language Tree Assessment/ and ELPAC results
1.6	Students struggle with just receiving direct instruction or using textbooks to access material. Those with disabilities need to have more scaffolds in place to access the core text and educational material	All students within the county will have access to digital technology and platforms so that they may access the resources available to them in the online platforms (extra examples, videos, speech to text, text to speech) captions, etc. This will also support attendance gaps. When students are absent they will still be able to access the material and submit material/assignments online. This is especially helpful to those who are in independent studies.	Aeries (gradebook, attendance), NWEA and CAASPP data, graduation rates
2.4	Student within Alternative Education programs have a lower college/career success rate	All students attending our programs will have access to college and career supports that include FAFSA workshops, college enrollment support, college tours, activities that explore college and career options, college and/or articulated courses	CCI on DASHBOARD,

2.5	There is a higher than state average of students who are chronically absent in Alternative Education programming.	The FY social worker will meet with students weekly to set goals with the students and provide specific supports to address their individual needs. This in combination with SART and SARB team supports will increase attendance rates across all sites. Furthermore, the addition of 2 CDPs will increase the amount of home visits and referrals to outside services	Locally developed dashboard indicators, A2A report program, Aeries reports, and State Attendance Dashboard
3.5	Students are less engaged when they come to community/court schools. This is evidenced by attendance rates, grades as well as surveys. Students do not feel connected and express apathy. This is especially true for students who are identified as SED (Community and Court Schools all qualify as Title I schools)	PBIS helps students by creating a positive school climate through consistent behavioral expectations and positive reinforcement, which fosters a sense of safety and security. The framework provides multi-tiered support: universal interventions for all students, targeted interventions for those needing additional help, and individualized support for those with significant behavioral or emotional needs. In fostering academic achievement, PBIS reduces disciplinary actions, keeping SED students in the classroom and improving their academic outcomes. It promotes engaging teaching practices and environments that enhance student motivation and participation.	Aeries (gradebook, attendance), NWEA and CAASPP data, graduation rates, discipline records,

3.6	<p>There is a need to improve student attendance, ensure academic success, and promote positive behavior among students. Students struggle with engagement in the RCOE school settings, resulting in less engagement, motivation, and lower attendance rates. Many students require support in developing their social and emotional skills. Engagement meetings have indicated that students and parents would like students to have opportunities for success outside the classroom and this will support connection to the “new” school setting.</p>	<p>Offering a variety of activities, such as intramural sports teams and eSports tournaments, engages students by appealing to their interests, fostering a greater desire to attend school regularly. After-school programs and scheduled activities help establish a consistent routine, leading to improved attendance as students become accustomed to regular participation. These programs create a safe and supervised environment where positive behavior is encouraged and reinforced.</p> <p>Students who are engaged in activities that they like are more often to attend school. School sports programs require students to have passing grades, attendance at school, and positive behavior.</p>	<p>Locally developed dashboard indicators, A2A report program, Aeries reports, and State Attendance Dashboard. Discipline rates in local SIS and State Dashboard, Local grade reports and graduation rates on State Dashboard</p>
3.8	<p>There is a need to improve student attendance, ensure academic success, and promote positive behavior among students. Students struggle with engagement in the RCOE school settings, resulting in less engagement, motivation, and lower attendance rates.</p>	<p>Additional school safety personnel assist in the attendance and home visits needed to ensure connection to resources and provide opportunities for parents/guardians to get additional support. Security staff serve as mentors on campus and trusted adults that many students for positive relationships with.</p>	<p>State Attendance Dashboard, A2A attendance.</p>
3.11	<p>Attendance continues to be a great area of need. Engagement and partner meetings indicate that a lack of health care availability has led to parents not ending students to school, which causes a decrease in attendance. For those students who attend school sick, they often do not get immediate care causing a lack of engagement in core academic subjects.</p>	<p>Hazel Health provides direct medical support for students in and outside of school. Early intervention and support will help to decrease the amount of absences a student has from school.</p>	<p>Locally developed dashboard indicators, A2A report program, Aeries reports, and State Attendance Dashboard.</p>

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
4.4	Attendance concerns that impact students' ability to learn. Specifically, transportation barriers that impact students coming to school, specifically FY and the homeless.	Contract company will be used to transport students in FY and those who are unhoused and are not attending	Aeries attendance, State Attendance Dashboard, DAAS graduation rate for 12 th graders
4.6	FY students experience lower academic, attendance, graduation, and CCI rates. This can often be attributed to not having a consistent "support" system.	<p>Social worker will work directly with students who are FY to set goals and provide individual supports, academic and social emotional. This action supports foster youth by addressing both academic and emotional needs. Immediate school enrollment minimizes educational disruptions, providing stability. Transcript evaluation for AB 216 eligibility allows foster youth to graduate by meeting California's state minimum requirements, accommodating their unique educational paths. Home visits tackle attendance issues and provide tailored social-emotional learning (SEL) support, strengthening the school-home connection. Assistance with college transition activities, such as applications and financial aid, increases access to higher education.</p> <p>Creating welcoming classroom environments makes students feel safe and valued, essential for those facing frequent relocations. Positive Behavioral Interventions and Supports (PBIS) promote positive behavior and create a supportive school climate, reducing disciplinary issues. Ongoing SEL support helps foster youth develop crucial life skills, improving their mental and emotional well-being. These actions form a comprehensive support system, enhancing the stability and long-term success of foster youth.</p>	A-G pass rates, State Attendance, enrollment in college courses, graduation rates

Insert or delete rows, as necessary.

For any limited 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, as applicable.

N/A

Additional Concentration Grant Funding

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.

The additional concentration grant add-on funding identified above will play a crucial role in bolstering support services for students in schools with a high concentration of foster youth, English learners, and low-income students. With this funding, our plan is to strategically allocate resources towards enhancing post-secondary readiness programs, including career, college, or workforce readiness initiatives. Specifically, the funds will be earmarked to increase the number of staff members dedicated to providing direct services to students in need.

Our focus will be on key areas essential for students' post-secondary success. This includes guidance counseling, where dedicated staff will offer personalized support and mentorship to students, assisting them in navigating their academic and career pathways. Additionally, resources will be allocated for comprehensive transcript reviews to ensure students are on track to meet graduation requirements and are adequately prepared for their next steps.

Moreover, the funding will enable us to intensify our efforts in college planning, helping students explore higher education options, identify suitable colleges or vocational programs, and navigate the application process effectively. Staff members will also provide invaluable assistance in completing financial aid applications, such as the FAFSA, ensuring that students have access to the financial resources they need to pursue their educational goals.

Furthermore, dual enrollment opportunities will be expanded with the support of additional staff, allowing students to earn college credits while still in high school, thereby accelerating their progress towards post-secondary attainment. Lastly, robust program monitoring mechanisms will be put in place to track student progress, identify areas of improvement, and ensure that interventions are implemented effectively.

It's important to note that a significant portion of these resources will be directed towards supporting students from low socioeconomic backgrounds, as that is the primary population enrolled in court and community school programs. By providing tailored support services to

these students, we aim to mitigate barriers to success and empower them to achieve their full potential. Through this comprehensive approach, we are confident that the additional concentration grant funding will make a tangible difference in the lives of our students, ultimately leading to improved outcomes and increased opportunities for success.

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	Community School: 1 to 16 Court School 1 to 12.25
Staff-to-student ratio of certificated staff providing direct services to students	N/A	Community School: 1 to 10,0 Court School 1 to 12.25

2024-2025 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 16,469,830.00	\$ 13,979,040.00

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	1.1	GLEAM Instruction and Professional Development	No	\$ 56,000	\$ 73,400
1	1.2	Standards aligned instructional resources	No	\$ 194,903	\$ 77,540
1	1.3	MTSS Teams	Yes	\$ 1,301,531	\$ 862,368
1	1.4	Direct tutoring and intervention support to students	No	\$ 299,340	\$ 158,160
1	1.5	Professional Development	No	\$ 609,275	\$ 559,214
1	1.6	Access and use of digital technology to support student learning	Yes	\$ 506,602	\$ 475,008
2	2.1	Dual Enrollment Programming	No	\$ 196,240	\$ 214,000
2	2.2	CTE Pathways	No	\$ 1,235,271	\$ 457,329
2	2.3	AVID	No	\$ 58,621	\$ 11,137
2	2.4	College and Career Indicator (CCI) Planning and Awareness	Yes	\$ 466,677	\$ 253,497
2	2.5	Attendance support and focus	Yes	\$ 249,812	\$ 248,719
2	2.6	Monitoring instruction and learning for students with disabilities	No	\$ 397,411	\$ 290,051
2	2.7	Support for English Learners	No	\$ 77,933	\$ 57,027
2	2.8	High School Equivalency Test (GED/HiSET)	No	\$ 135,844	\$ 133,330
2	2.9	Work-Based Learning and Industry Certifications	No	\$ 8,782	\$ 11,498
2	2.10_	Student Led Enterprise	No	\$ 19,100	\$ -
2	2.11	Summer School	No	\$ 370,731	\$ 179,187
3	3.1	Parent/Guardian Workshops and Committees	No	\$ 58,000	\$ 58,000
3	3.2	Parent Information Systems	No	\$ 6,000	\$ 7,002

[illegible]

2024-2025 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)
\$ 2,045,159	\$ 2,937,477	\$ 2,599,374	\$ 338,103	0.000%	0.000%	0.000% - 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	1.3	MTSS Teams	Yes	\$ 917,851	\$ 598,821.00	0.000%	0.000%
1	1.6	Access and use of digital technology to support student learning	Yes	\$ 402,127	\$ 417,492.00	0.000%	0.000%
2	2.4	College and Career Indicator (CCI) Planning and Awareness	Yes	\$ 186,624	\$ 116,111.00	0.000%	0.000%
2	2.5	Attendance support and focus	Yes	\$ 249,812	\$ 248,719.00	0.000%	0.000%
3	3.5	Student Support, Activities, and After School Programs	Yes	\$ 30,000	\$ 19,972.00	0.000%	0.000%
3	3.6	School Safety Personnel	Yes	\$ 8,500	\$ 28,451.00	0.000%	0.000%
3	3.8	School Safety Personnel	Yes	\$ 908,603	\$ 910,540.00	0.000%	0.000%
3	3.11	Physical Health	Yes	\$ 28,500	\$ 30,000.00	0.000%	0.000%
4	4.4	School transportation	Yes	\$ 150,000	\$ 127,806.00	0.000%	0.000%
4	4.6	Foster Youth Support	Yes	\$ 55,460	\$ 101,462.00	0.000%	0.000%

2024-2025 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)
\$ 4,608,981	\$ 2,045,159	0.000%	44.373%	\$ 2,599,374	0.000%	56.398%	\$0.00 - No Carryover	0.00% - No Carryover

2025-2026 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
\$45,120,447	\$2,210,822	4.900%	0.000%	4.900%	\$2,655,517	0.000%	5.885%	Total:	\$2,655,517
								LEA-wide Total:	\$442,221
								Limited Total:	\$444,897
								Schoolwide Total:	\$1,768,399

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	3	MTSS Teams	Yes	Schoolwide	English Learners and Low-Income	School Sites	\$837,199	0.000%
1	6	Access and use of digital technology to sup	Yes	LEA-wide	Low-Income	School Sites	\$332,570	0.000%
2	4	College and Career Indicator (CCI) Plannir	Yes	LEA-wide	All	School Sites	\$69,651	0.000%
2	5	Attendance support and focus	Yes	Limited	All	School Sites	\$251,373	0.000%
2	7	Support for English Learners	Yes	Limited	English Learners	School Sites	\$5,000	0.000%
3	6	Student Sports, Activities, andAfter School P	Yes	Schoolwide	All	School Sites	\$68,500	0.000%
3	8	School Safety Personnel and Services	Yes	Schoolwide	All	School Sites	\$862,700	0.000%
3	11	Physical Health	Yes	LEA-wide	Low-Income	School Sites	\$40,000	0.000%
4	4	School transportation	Yes	Limited	Foster Youth and Low-Income	School Sites	\$30,000	0.000%
4	6	Foster Youth Support	Yes	Limited	Foster Youth	School Sites	\$158,524	0.000%

Local Control and Accountability Plan 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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (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 the nature of some LCAP template sections 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, including long-term 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]).
- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
 - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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 must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (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 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

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 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 which, based on research, experience, and input gathered from educational partners, the LEA believes 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 document. Additionally, the beginning of each template section includes information emphasizing the purpose that 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 present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

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

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, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

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

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

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

Support for Identified Schools

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

- 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

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

- 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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, 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 to 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.

Requirements

School districts and COEs: *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. 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.

Charter schools: *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

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. 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 [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it 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.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- 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. 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.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is 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 target 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 students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis 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 must 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 must 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. As previously stated, 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, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- 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.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

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.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
 - (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
 - An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.

- When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
- The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: EC Section [42238.024\(b\)\(1\) \(California Legislative Information\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad 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.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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

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.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- 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 local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:

- The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
- The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the 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 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (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.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
 - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their

educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion 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.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- 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.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - 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.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- 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.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
 - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
 - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased 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 contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

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.

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.
- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

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 as defined in *EC* Section 42238.02 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.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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 identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all 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 increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total 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 foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- 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 LEA's 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:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, 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 increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA’s needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited 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, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- 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, based on the LEA’s current pay scale, 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 Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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 a single-school LEA or 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 Total Planned Expenditures 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 Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover 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 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures 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 estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated 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.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils 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 requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- 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).
 - **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.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **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.
 - 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, based on the LEA’s current pay scale, 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 Services 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 estimated based on 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 estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. 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 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **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

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **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).