

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).

The Riverside County Office of Education (RCOE) received funds from the Expanded Learning Opportunity Grant (Resource 7425 and 7426), SB 98/820 (Resource 7420), and AB 86/130 (Resource 7422) that were not included in the LCAP. Meetings were held in April with teachers, classified staff, parents, and students to obtain input on the development of plans to spend these resources. The Expanded Learning Opportunity Grant Plan was developed with input from educational partners (students, parents, staff, community partners) at online and in-person meetings. Riverside County Probation provided input on the plan in April as well. During the meetings, the Expanded Learning Opportunities Grant template requirements were reviewed along with the allocations in order to frame the conversation on the development of the plan. The supplemental instruction and support strategies in the expenditure plan template were used to brainstorm and prioritize actions for students. The feedback from educational partners was used in relation to student data, the state priorities, and the unique needs of our students. The educational partners decided to focus on six of the seven areas due to funding for community learning hubs from other resources. All communication, in person and online, was conducted in English and Spanish. Aeries ParentSquare provided translations in multiple languages.

Here is the link to the Expanded Learning Opportunity Grant:
<https://www.rcoe.us/home/showpublisheddocument/4449/637697115136670000>

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

2021–22 LCAP Supplement Template

The Riverside County Office of Education did not receive additional concentration grant add-on funding.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Community engagement meetings were held in the summer of 2021 and in the fall of 2021 to provide input and ongoing feedback on the needs of the students and community for use of the one-time funding from CARES (Resource 3220), ESSER I (Resource 3210), GEER I (Resource 3215), ESSER II (Resource 3212), GEER II (Resource 3217), and ESSER III (Resource 3213, 3218 and 3219). RCOE Alternative Education engaged in consultation with families (including families that speak Spanish), teachers, classified staff (instructional assistants, campus security supervisors, secretaries), school and district administrators (including special education administrators), principals, members of the Riverside County Teachers Association, CSEA, a representative of a tribe, incarcerated students, and underserved students (low-income, English learners, students of color, foster youth, and students with disabilities). A survey was sent to teachers, classified staff, parents, and students to gather more input on the development of the plan for those that could not attend the meetings or had some additional input.

Alternative Education staff held community engagement meetings with staff, parents, students, and partners to gain input on the ESSER funds on September 24, 2021. Community input on the ESSER III plan was also obtained at the School Site Council and English Learner Advisory Committee meeting on September 28, 2021. All communication, in person and online, was conducted in English and Spanish. Aeries ParentSquare provided translations in multiple languages. The feedback from the community engagement meetings influenced the actions in relation to student data and the unique needs of our students. A number of themes emerged from the community engagement meetings and were prioritized for the ESSER III Plan.

Here is the link to the ESSER III Expenditure Plan:

<https://www.rcoe.us/home/showpublisheddocument/4585/637739919812357934>

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

RCOE created and implemented health protocols in order to maintain the health and safety of students, parents, staff, and community partners to ensure the continuity of services, as required by the federal American Rescue Plan. PPE was purchased to support the safety of all students and employees during in-person instruction in the ESSER III Plan. The expenditures are aligned with the RCOE Safe Return to In Person Instruction and Continuity of Services plan which addresses the following safety recommendations established by the Center for Disease Control (CDC): daily staff screening questionnaire; universal and correct wearing of masks; modifying facilities to allow for physical distancing; handwashing and respiratory etiquette; cleaning and maintaining healthy facilities; contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments; required proof of vaccination and weekly testing of staff without vaccination record; appropriate accommodations for children with disabilities with respect to health and safety policies; and coordination with State and local health officials.

The ESSR III Plan includes the acquisition of technology (tablets, desktops, hotspots), professional development on UDL/culturally responsive instruction, teachers on special assignment (TOSAs) for in-class support and professional development, tutoring in ELA and math after school by teachers and instructional assistants (paid extra-duty hourly) and through contracted services providers, expanded summer school hours for learning recovery and acceleration, credit recovery courses, elective classes (visual and performing arts), increased behavioral/mental health services/supports, school CAREspaces (wellness centers), bus passes for students, and the addition of campus security supervisors and a school resource officer for home visits and community support.

The successes of the plan include the continuity of instruction in safe and healthy learning environments. The instructional actions of the ESSER III Plan included expanded time to provide supplemental instruction and support through teacher tutoring and by contracted providers after school, which has positively impacted student learning. In addition, after school programs in performing arts have been added that have helped motivate students to attend school, improving attendance rates. Perhaps our most successful venture is the creation of six CAREspaces (wellness centers), one at each Community School site, that provide behavioral/mental health for students and their families which have improved student engagement in school and maintained a zero suspension rate. We initiated the Panorama SEL screener as another measure to support our student behavioral health. Our new after school academy (Accelerate to Graduate) is another successful undertaking due to the additional funding. We offer our after school program in the afternoon from 2:30-4:30 p.m. and provide a range of services to support students with academic and social-emotional support. Students have options to engage in tutoring, credit recovery, visual/performing arts, sports/activities, CTE, and/or receive support with social-emotional domains of learning such as behavioral/mental health counseling, mentoring, and social work services. Professional development has also been very successful due to the additional funding. Teachers, instructional assistants, and principals have engaged in ongoing professional development on Universal Design for Learning and Culturally Responsive Instruction during PLCs (facilitated by Novak Consulting). We hired a teacher on special assignment (TOSA) to provide staff with support in accelerating progress to close learning gaps and to provide in-class coaching on ELD/ELA. In addition, we use funds for collaborative instructional reviews, off-campus workshops, and consultants. Resources to enhance parent communication and workshops are an important part of resource allocation. All staff members work together to provide a coherent program for all students on a continuous basis.

The only challenge centers on meeting the timelines to spend all of the additional resources.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

RCOE is using our fiscal resources received in the 2021-2022 school year in a manner that is consistent with our RCOE Safe Return to In-Person Instruction and Continuity of Services Plan and our ESSER III Expenditure Plan. Resources are coordinated to enhance academic achievement, attendance, and behavior of all students, with a main focus on our English learners, foster youth, socio-economically disadvantaged students, and students with disabilities, which are aligned with our LCAP. Resources are used to provide supports, programs, and services that are based on data and evidenced-based practices. Just as we do with the LCAP, an analysis of student quantitative data (academic, attendance, and behavior) and qualitative information (student/parent/staff input, survey responses, observations) are prioritized to determine student needs for resource allocations and services. By providing an integrated program, students receive a combination of services to meet their unique needs. Expenditures are directly related to

supplemental instruction, support strategies, enrichment programs, and behavioral/mental health services for students to improve academic achievement, attendance, and social-emotional well being. Principals, teachers, and paraprofessionals implement a well-articulated program that ensures that students are experiencing success in school.

Specifically, we use our funds to maintain safe and healthy learning environments (PPE, supplies for sanitation, clean facilities) as outlined in our RCOE Safe Return to In-Person Instruction and Continuity of Services Plan. We create new initiatives and sustain effective programs in our ESSER III Plan that are aligned with our LCAP to address the unique needs of low-income students, children with disabilities, English learners, foster youth, and youth experiencing homelessness. We purchase educational technology (iPads, Chromebooks, Verizon jetpacks/hotspots), pay teachers and instructional assistants extra-duty hourly to provide after school tutoring academic support during summer school, and provide extensive mental health services at our CAREspaces, which are all a part of our ESSER III Plan and aligned with our LCAP actions/services.

More explicitly, we have enhanced our Multi-Tiered System of Support (MTSS) for students with the ESSER III funds. Tier one universal supports and interventions (all students) for academics include our Accelerate to Graduate after school program for ten hours per week (two hours per day) for learning recovery all year. In addition, we expanded summer school for all students who need intervention, support, or credit recovery through a two-month (six-hour day) program. Tier one universal supports and interventions (all students) for behavioral health have been enhanced with the Panorama SEL screener and access to six CAREspaces (wellness centers). Tier two targeted group supports and interventions (interventions for students who have been assessed for regression of skills) for academics have been enhanced with individualized support and increased instructional time after school from instructors and tutoring from contracted providers. Tier two targeted group supports and interventions (interventions for students at risk) have been enhanced to include CAREspace mental health counseling, Care Solace referrals for families, risk assessments, and choice reinforcement assessments. Tier three intensive individualized supports and interventions include ELA and math intervention courses during summer school and targeted intervention tutoring in ELA and math during the after school academy. Tier three Intensive Individualized Supports and Interventions include individual mental health counseling, the ACES screener, the Global Assessment of Functioning (GAF) screener, and Care Solace referrals.

Here is the link to the Safe Return to In Person Instruction Plan:

<https://www.rcoe.us/home/showpublisheddocument/3845/637601241788970000>

Here is the link to the ESSER III Expenditure Plan:

<https://www.rcoe.us/home/showpublisheddocument/4585/637739919812357934>

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), 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

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: “A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).”

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: “A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California Education Code Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

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

Prompt 3: “A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID–19 pandemic and the impacts of distance learning on pupils.”

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: “A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

Local Control and Accountability Plan

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

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

Plan Summary 2022-2023

General Information

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

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

The LCAP was developed with a focus on RCOE’s mission, vision, and pledge. The mission of RCOE is to ensure the success of all students through extraordinary service, support, and partnerships. This includes identifying highly effective services, programs, and supports that are not currently being provided and bringing them into the organization. The vision of RCOE is to be a collaborative organization characterized by the highest quality employees providing leadership, programs, and services to school districts, schools, and students countywide. The RCOE pledge states that every student in Riverside County will graduate from high school academically and socially prepared for college, the workforce, and civic responsibility.

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

Fridays, and 240 minutes on Wednesdays for the school year. Independent study is offered for students in grades 4-6 and for students who need an alternative to a classroom setting.

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

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

As of the CALPADS Information Day census, student enrollment totaled 196 students in RCOE Alternative Education programs in 2021–2022 with 105 students in the Community School and 91 students in the Court School (compared to 339 in 2020-2021, and 480 in 2019-2020). The significant student groups in the Community School by program include 97 (92.3%) socio-economically disadvantaged, 29 (27.6%) English learners, 6 (5.7%) foster youth, and 25 (23.8%) students with disabilities. Community School student enrollment by gender is 73 (69.5%) male 32 (30.5%) female. The significant student groups in the Court School program include 91 (100%) socio-economically disadvantaged, 23 (25.3%) English learners, 6 (5.7%) foster youth, and 34 (37.4%) students with disabilities. Court School student enrollment by gender is 78 (85.7%) male 13 (14.2%) female.

Student enrollment is highly mobile in Alternative Education. Student expulsion orders for Community School enrollment are typically for one semester (approximately 67.3% of students are enrolled for one semester in the Community school and approximately 32.7% are enrolled for two semesters). Approximately 17.6% of the students are enrolled in the Community School for more than one year. Probation placement in juvenile halls varies greatly. Approximately 55.2% of students are placed from one day to 30 days about 22.9% of students are placed from 31 to 90 days, and 21.9% of students are placed for more than 90 days. The average length of stay in the Court school is 49 days. This data reflects the 2020-2021 school year in its entirety.

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

Reflections: Successes

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

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

For the second year in a row, the Riverside County Office of Education (RCOE) Court School program reflects the highest graduation rate based on the DASS dashboard for Court School programs. This reflects the number of students who met the DASS graduation rate criteria and graduated. Out of this population, 100% of students are those with disabilities (SWDs), 100% of students who are socioeconomically disadvantaged, and 100% of students who are Hispanic graduated

Reflecting on the program as a whole, RCOE Alternative Education maintained the ability to employ and retain teachers who were appropriately assigned and fully credentialed in their assigned subject areas at 100%. In comparison, on average, the State of California reports that the number of substandard credentials and permits in California tripled from 2012-23 to 2019-20. (Carver-Thomas, Burns, Leung, & Ondrasek, 2022).* As noted on the Self-Reflection Tool for Implementation Staff have reported that they feel supported within their classrooms with safe environments as well as being provided instructional tools and professional learning opportunities.

Teachers, site principals, central office administrators, and support staff participated in the professional development scheduling process which led to an assortment of professional growth opportunities during the year. RCOE Alternative Education uses the California Standards Self-Reflection Tool to measure its progress in implementing state academic standards. Teachers, instructional assistants, principals, and administrators responded to the surveys. One highlight of this survey is that participants responded with 4.28/5 that the LEA successfully engages the teachers and school administrators in identifying the professional learning needs of groups of teachers or staff as a whole. It was also identified that the RCOE Alternative Education program successfully provides support for teachers on the standards they have not yet mastered (rated 4.28/5).

During the 2021 Summer Institute of Learning Knowledge, the focus was on supporting virtual learning. Heavy emphasis was placed on Universal Design for Learning (UDL) and staff training on the Canvas learning management system. Ongoing professional learning communities were dedicated to the MTSS process, technology training, and the UDL process. Great emphasis was placed on transitioning back to in-person instruction and supporting student re-engagement and individualized instruction. Grading procedures and protocols were reviewed. All teachers and principals/administrators attended a week-long Summer Institute of Learning and Knowledge (SILK) in August 2021, Professional Learning Community (PLC) workshops every Wednesday (34 teachers, 18 instructional assistants, 22 principals/administrators), and off-campus workshops for individual needs throughout the year. The SILK training in August 2021 included training on adopted curriculum platforms by vendors including Edmentum, Pearson, Savvas, and McGraw Hill. Teachers and paraprofessionals engaged in weekly PLC collaboration on Wednesdays throughout the school year. Monthly topics included a review of student academic, behavior, and attendance data/MTSS; review of course credit policy; Universal Design for Learning (UDL); coaching for cultural success, Panorama screening training, and administration of the Smarter Balanced Summative Assessments. All PLCs and workshops were held online through Zoom. Staff reported that the use of Zoom for weekly PLCs is appreciated as it reduces travel time and costs.

Teachers and instructional assistants appreciated the focus on UDL, which aligns effectively with online and in-person learning. Teachers received virtual and in-person coaching in UDL from Novak Consulting and in ELD from WestEd. In 2021-2022, PLC sessions included a total of nine sessions on UDL on the following dates: 9/1/21, 9/15/21, 10/20/21, 11/17/21, 12/8/21, 1/19/22, 3/9/22, 3/30/22, 4/13/22 and 5/11/22. Teachers implement the components of Universal Design for Learning based on the strategies that were gleaned from the SILK, the PLCs, and in-person and virtual coaching. Teachers provided multiple ways for students to engage in learning by promoting individual interest and choice in resources and topics, options for collaboration and feedback, and supporting self-regulation and access to content/information (e.g., auditory or visual supports that clarify information). Teachers provided students with multiple means of representation by allowing students to choose options for perception, language and symbols, and comprehension. Teachers created options for action and expression by providing multiple ways for students to express what they learn (e.g., verbally, in writing, in drawing, through physical demonstration). Teachers emphasized culturally responsive teaching inclusive of cultural integration, community-building, promotion of identity, equity integration, and participatory methods.

Online staff development activities eliminated travel time and costs. Challenges included incorporating multiple web-based applications for online instruction. ESSER funding made it possible for teachers to earn one-hour of additional extra-duty pay each day for planning and lesson design to address the challenges with online applications and programs.

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade level[s]) within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education

(SBE) on March 16, 2021. RCOE choose to use the statewide summative assessments as a tool, along with local assessments, to measure student success. Students with disabilities showed growth on their CAASPP score from 2020-2021 compared to 2018-2019 (when scores were last available). In 2018-2019 0% of students with disabilities were approaching, meeting, or exceeding standards in ELA or Math. This past year not only did students show growth a larger population of students with disabilities met the standards on the CAASPP ELA assessment in Community School with 4.76% meeting the standard as compared to 3.85% of students without disabilities. On the CAASPP Math assessment in Community School, 4.76% of students with disabilities met the standards in comparison to 0% of those without disabilities. This may be attributed to the increased focus on universal design for learning (UDL) and removing barriers for students within the educational setting. In addition, the Integrated Math I curriculum was overhauled and broken down into a structure that allows students to access the curriculum using different modalities.

Online parent workshops were successfully implemented. Online workshops by College Success and the Parent Institute for Quality Education (PIQE) were well attended. Parents reported the ease of access in online meetings, which eliminated the need to travel to the school site and for some, virtual meetings were better for childcare and their work schedules. Two sessions of the Parent Institute for Quality Education (PIQE) program were offered to parents with students enrolled in the Community School program. A total of 13 parents participated in the first session which was offered in the evening, via Zoom, and included a total of nine one-hour sessions held on 1/19/22, 1/26/22, 2/2/22, 2/9/22, 2/16/22, 2/23/22, 3/2/22, 3/9/22, and 3/16/22. A total of (TBD) parents participated in the second session, held in the evening, via Zoom, and included a total of eight classes held on 3/31/22, 4/7/22, 4/14/22, 4/28/22, 5/5/22, 5/12/22, 5/19/22 and 5/26/22.

Two sessions of the PIQE program were offered to parents with students enrolled in the Court School program. A total of 20 parents participated in the first session which was offered in the evening, via Zoom, and included a total of eight one-hour sessions held on 9/29/21, 10/6/21, 10/13/21, 10/20/21, 10/27/21, 11/3/21, 11/10/21, and 11/17/21. The second session included a total of 13 parents and included a total of nine classes held in the evening, via Zoom, on 2/2/22, 2/9/22, 2/16/22, 2/23/22, 3/2/22, 3/9/22, 3/16/22, 3/23/22, and 3/30/22.

College Success workshops for parents and students were held virtually and in-person on 9/20/21, 10/11/21, 10/12/21, 11/9/21, 12/6/21, 2/8/22, 3/15/22. Virtual sessions included attendance by parents and the sessions were joined by individual students and students in their classrooms with their teachers and peers. The impact of this program is best emphasized by a quote from one of the parent graduation speeches, "Before the PIQE program I wasn't involved with my daughter's education neither focused on her goals, nor (her) desires and dreams. I had put in my head that the barrier of now knowing English language was too difficult of a hurdle and we'd never overcome it. Today, after partaking in the PIQE classes, I've learned that my daughter can get ahead with the full support of our family and if she has goals, desires, and dreams, I'll be there to help her overcome her fears and obstacles that may come along the way."

All students have access to a broad course of study, maintained at 100%. Students in RCOE Community Schools enrolled in A-G classes averaged 83% completion rate for 2020-2021 and 85% for the Fall semester of 2021-2022 school year. Students in RCOE Court Schools enrolled in A-G classes averaged 98% completion rate for 2020-2021 and 99% for the Fall semester of 2021-2022 school year. It is worth noting that as of mid-year, three student groups scored above the average in the Community Schools: Students with disabilities enrolled in A-

G classes completed with a rate of 92%, African American students enrolled in A-G classes completed with a rate of 91%, and Non-Hispanic White enrolled in A-G classes completed with a rate of 100%.

CCI Court School was 2.9% in 2019 – 2020 and 4.4% in 2020-2021 for dual enrollment completion. Enrollment in UCR classes continues to grow with 13 students listed as “completers” for the fall CTP pathway.

During the 2020-2021 school year, our Multi-Tiered System of Supports noted 156 Tier 2 and Tier 3 interventions. 30.1% if interventions conducted resulted in successful outcomes. 2.6% of interventions were noted as unsuccessful. 67.4% of interventions were inconclusive due to students transitioning out of our alternative programs prior to the course of the intervention completing

Perhaps our most successful venture is the creation of six CARESpaces ESSER III Funding allowed for the creation of CARESpaces (wellness centers). These centers provide behavioral/mental health for students and their families which have improved student engagement in school and maintained a zero suspension rate. These spaces offer individual counseling, group counseling, family counseling, case management, and referrals. Each location also offer staff training and parent workshops while staff also provides presentations to students on a variety of wellness-related topics. Services are offered in both English and Spanish and include telehealth and home/community accessibility for students, family, and the community. The successes of the plan include the continuity of instruction in safe and healthy learning environments. We initiated the Panorama SEL screener as another measure to support our student behavioral health.

The Alternative Education Community School was able to quickly adjust to new Perkins Grant requirements, specifically, "All Pathways to all sites must meet the leadership requirement by affiliating with one of the six California approved Career and Technical Student Organizations (CTSOs) or have a leadership group through alternative methods." Through forward thinking, this was addressed over the summer. In an effort to promote self-efficacy through leadership groups in our CTE programs, we became an affiliated chapter of SkillsUSA which is one of the six California approved CTSOs.

*Carver-Thomas, D., Burns, D., Leung, M., & Ondrasek, N. (2022). *Teacher shortages during the pandemic: How California districts are responding*. Learning Policy Institute. <https://doi.org/10.54300/899.809>.

Reflections: Identified Need

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

Online learning provided challenges for students, during the 2020-2021 school year 59.9% of the Community School student population received a D or F mark in one or more classes. 63.7% of Hispanic students, 40.0% African American students, and 45.5% White students received a D or F. Across all student subgroups academic success was a concern in at least one or more subjects. Students within the Court School saw a much smaller population who received a D or F in at least one subject at only 2.4% of the total enrollment. English Learners showed the greatest area of need/concern with 38.5% receiving a D or F grade.

As part of the collaborative instructional reviews, a team of principals and instructional leaders periodically assess the student learning to ensure growth in common core instruction and determine areas of need for professional development planning and organizational system supports. After each walkthrough, the team reflects on best practices and next steps to coach for improved instruction. These reviews indicated many successes but also areas of need. District adopted textbooks, resources, and curricula are being used in classrooms however, there are opportunities to address the implementation of Universal Design for Learning (UDL) strategies within the classroom to a higher degree. This area of need was seen across all campuses that were observed. Specifically, UDL should be used to address students who are not meeting standards or performing at grade level, such as SWDs, EL, Foster Youth, and those who have experienced chronic absenteeism. UDL training and individual coaching was provided to all teachers through PLC and individual request. In-class coaching will continue to be an area of need and focus for the upcoming year. L

Literacy is a focus for our 2022-2023 school year. Instructional leaders will have focused training in supporting educational staff in the implementation and understanding of literacy strategies to address students with disabilities as well as ELs. This plan will focus on ways to increase comprehension in all subject matters with a focus on content area instruction. As noted in research, (Torgese, Houston, Rissman, 2007), content-area teachers will focus on students' growth in literacy by providing more effective instruction in the following six ways: 1. Comprehension strategies. Instruction and supporting practice that improves the use of effective reading strategies before, during, and after reading. Comprehension strategies are behaviors students can consciously apply to improve their understanding and learning from text. 2. Discussion. Opportunities for deeper, more sustained discussion of content from text. Extended discussions of text will be facilitated by the teacher, or can occur as structured discussions among students in cooperative learning groups. 3. High standards. Setting and maintaining high standards for the level of text, conversation, questions, and vocabulary reflected in discussions and in reading and writing assignments. 4. Reading-writing connection. Strengthening the reading-writing connection to improve student opportunities to reflect on the meaning of text and receive feedback on their reflections. 5. Motivation and engagement. Creating more engaging and motivating classrooms, and interacting with students in a way that promotes internal motivation for reading. Students learn to process text more deeply when their reading is relevant to their lives and they are pursuing meaningful learning goals in an atmosphere that supports their initiative and personal choice. 6. Content learning. Teaching content knowledge to ensure learning of the most essential concepts by all students, even those who struggle to read the textbook. Teachers will use instructional methods, such as graphic organizers or concept comparison routines, that deepen understanding and show students better ways of learning new content on their own.

During the 2020-2021 School Year school districts were not required to complete the CAASPP. Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade levels) within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. RCOE choose to continue to use this as a way to monitor progress of our students enrolled in the Court and Community Schools in combination with local indicators.

Students fall below the state average in the areas of ELA and Math. For 7th, 8th, and 11th grade Community School students those who exceeded the standards in ELA were 0%, 4.11% met standards, 20.55% nearly met, and 75.34% did not meet the standard. For 7th, 8th, and 11th grade Community School students those who exceeded the standards in Math were 0%, 1.45% met standards, 1.45% nearly met, and 97.10% did not meet the standard. For 8th and 11th grade Court School students those who exceeded the standards in ELA were 0%, 2.27% met standards, 15.91% nearly met, and 81.82% did not meet the standard. For 8th and 11th grade Court School students those who exceeded the standards in Math were 0%, 0% met standards, 3.75% nearly met, and 96.25% did not meet the standard.

When compared to peers, English Learners scored lower in both the ELA and Math CAASP. On the ELA CAASP in Community School, 0% of EL students were above standards, 0% met standards, 6.25% nearly met, and 93.75% did not meet the standard. In Court School, on the ELA CAASPP, 0% of EL students were above standards, 0% met standards, 16.67% nearly met, and 83.33% did not meet the standard. On the Math CAASP in Community School, 0% of EL students were above standards, 0% met standards, 0% nearly met, and 100% did not meet the standard. In Court School, on the Math CAASPP, 0% of EL students were above standards, 0% met standards, 0% nearly met, and 100% did not meet the standard.

During the fall of 2021, a total of 23, 10th grade and 42, 11th grade court and community school students completed the PSAT with a mean average reading and math score of 711 for 10th grade students and a mean average reading and math score of 683 for 11th grade students. Student scores above 1000 are considered to be “average”. A total of 9% of 10th grade students met the ELA benchmark on the PSAT.

*Torgesen, J., Houston, D., & Rissman, L. (2007). Improving literacy instruction in middle and high schools: A guide for principals. Portsmouth, NH: RMC Research Corporation, Center on Instruction.

LCAP Highlights

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

In 2019, Riverside County Community School became part of a dual-enrollment opportunity with the University of California, Riverside offering a professional IT certification pathway (CTP). During the 2020-2021 school year, Riverside County Community School expanded upon the dual-enrollment to include a History and Physics sequence of courses. RCOE will be expanding dual enrollment courses to include those offered through Riverside Community College (RCC). Dual enrollment focuses on removing barriers for students who are not

traditionally considered “college going” candidates. The focus on equity in education starts with opportunity and exposure to coursework as well as college related experiences. This is evidenced by the increase in students enrolling in each of the classes. Local indicators report that 4.4% of Court School students completed at least one College Credit Course and 2.2% completed at least one CTE pathway.

Fall 2020	Spring 2021	Fall 2021	Spring 2022
CTP - 9 students enrolled and 3 completers	CTP 11 enrolled, 3 completers	CTP 17 enrolled, 13 completers	CTP 19 enrolled
History - 5 enrolled, 4 passed	History 13 enrolled, 2 passed Physics 13 enrolled, 2 passed	Physics 7 enrolled	History A 26 enrolled

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

Expanding partnerships and industry certifications are accomplished through the Residential and Commercial Construction pathway at Betty Gibbel Regional Learning Center in San Jacinto. Students engage in work-based learning through the Food Service and Hospitality pathway at Don F. Kenny Regional Learning Center in Indio and Palm Springs Community School and earn food handler certifications and skills that provide options for entry-level jobs. Additional programs to provide internships for students include a Workforce Readiness Certificate program using ACT WorkKeys assessment, WorkAbility for students with disabilities, and job training and placement services by the Department of Rehabilitation (DOR) for students ages 16-21 with an IEP or 504 plan.

Enrollment rates significantly decreased this year impacting average daily rates and funding. Community Schools reported a total of 14 students enrolled on the first day of school for 2021-2022 school year compared to 156 students during the 2020-2021 school year. While numbers increased for period one CALPADS information day reporting, there was still a significant difference with only 105 students enrolled for 2021-2022, compared to 246 for 2020-2021, a 57% decline.

For the second year in the row, the Riverside County Office of Education (RCOE) Court School program reflects the highest graduation rate based on the DASS dashboard for Court School programs. This reflects the number of students who met the DASS graduation rate criteria and graduated. Out of this population, 100% of students are those with disabilities (SWDs), 100% of students who are socioeconomically disadvantaged, and 100% of students who are Hispanic graduated

Multi-tiered Systems of Support for Students are a central focus. The Alternative Education local dashboard along with individual student dashboards monitor student outcomes in real-time. School-site data teams meet every month to analyze student attendance, behavior, and evidence of student learning from assessments in order to differentiate instruction and implement classroom interventions to address gaps in

learning. The Alternative Education professional learning matrix is focused on ELA and math instruction, Universal Design for Learning/differentiated instruction, and social-emotional learning.

Programs and services to connect students to school in positive and safe learning environments include the opening of CARESpaces at each of the Community Schools; academic counseling, behavioral/mental health counseling, intervention/mentoring services, and assistance with transitions between schools. Programs to provide parents with support for their students include College Success, Nurturing Parenting classes, and the Parent Institute for Quality Education (PIQE), and the Parent Support Series for parents of students with disabilities.

A targeted focus on the development, writing, and revision of how Integrated Math and English courses are offered. Over six hundred “turnkey” lessons were developed, providing staff with the tools to address student needs in multi-grade classrooms and combined with in-class coaching from our Administrator of Instructional Innovation and ELA/ELD TOSA.

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

Alternative Education received the A-G Completion Improvement and Educator Effectiveness Grant (EEF). A-G Grant Funding supports students in the Community and Court Schools to access and be successful in their A-G courses and targets students in 9th – 12th grade. EEF grant funding supports the coaching and mentoring of staff in an instructional setting and beginning teacher or administrator induction, offering structured feedback and coaching systems organized around social-emotional learning, including, but not limited to, promoting teacher self-awareness, self-management, social awareness, relationships, and responsible decision-making skills, improving teacher attitudes and beliefs about one’s self and others, and supporting learning communities for educators to engage in a meaningful classroom teaching experience. This grant also supports standards-aligned instruction and improves instruction in literacy across all subject areas, including English language arts, history-social science, science, technology, engineering, mathematics, and computer science.

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

The Community School is not eligible for CSI and is eligible for Additional Targeted Support and Improvement (ATSI). The Court School does not need CSI or ATSI.

Support for Identified Schools

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

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

Alternative Education uses a school dashboard from data reporting in Aeries to monitor DASS cohorts in the Community School. The Alternative Education Leadership Team monitors student cohorts each month, by student group, down to the individual student. Data are current from the student information system and was the driving element of improvement science and MTSS leadership. Student data dashboards enable administrators, principals, teachers, and instructional assistants to monitor attendance, academics, and behavior in real time. MTSS collaborative groups of faculty and staff meet during Wednesday PLCs to analyze student data on attendance, academics, and behavior. MTSS collaborative groups analyze student attendance, behavior, and evidence of student learning from assessments and target instruction based on needs and implement classroom interventions to address gaps in learning. The MTSS process includes a tiered level of interventions.

During the 2020-2021 school year, our Multi-Tiered System of Supports noted 156 Tier 2 and Tier 3 interventions. 30.1% of interventions conducted resulted in successful outcomes. 2.6% of interventions were noted as unsuccessful. 67.4% of interventions were inconclusive due to students transitioning out of our alternative programs prior to the course of the intervention completing

In order to improve College and Career Indicator (CCI) in the Community School, Alternative Education expanded the partnership with the University of California, Riverside-Extension Center to implement Dual Enrollment courses in the Networking Pathway and academic courses in history and physics. For the 2022-2023 School Year, the Community School, Alternative Education will expand their dual enrollment course offerings through a new partnership with Riverside Community College with courses focusing on business math and real estate licensure.

Alternative Education worked with CDE and is a part of a tri-county consortium with the Orange County Department of Education and San Bernardino County Office of Education to leverage the capacity, experience, expertise, resources, and strengths of each county office. Through a consortium support provider approach, Alternative Education 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.

RCOE supports the Community School by coordinating and participating in Differentiated Assistance meetings with the tri-county consortium and internal stakeholders to review data, determine root causes for California Dashboard indicators and student groups, and identify effective

and evidence-based programs and practices that address the areas of need. Tri-county consortium meetings are held to engage central office administrators, principals, and teacher leaders in an analysis of the California Dashboard data and the improvement science process. These focused meetings provided opportunities to evaluate successful practices being used in County Offices with similar populations, challenges, and supports. Outcomes included shared resources and practices that allowed for greater student success.

Monitoring and Evaluating Effectiveness

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

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

The Alternative Education Leadership Team uses our own local dashboard in Aeries to monitor student data in real time during the two meetings each month. During each meeting, student enrollment data, graduation status/progress, dual enrollment/CTE pathway completion, middle school attendance, and student suspension rates are analyzed at the school level with the lists of students for each category in the Aeries dashboard. Central office administrators and school site principals identify specific students who need interventions for each dashboard area and deploy resources to the sites. The actions are implemented and monitored for effectiveness.

Our accountability system includes principal presentations on academic achievement once each month and attendance and behavior needs once each month. During the principal presentations, the members of the Leadership Team provide insight, suggestions, and strategies to support student learning, attendance, and behavior. During Spring of this year, the team has also focused on operationally defining literacy in the Alternative Education setting, ways to measure data, and outline plans to address literacy in a cross curricula format.

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

MTSS data teams continue as a means to identify student needs at the classroom level. During MTSS collaborative meetings on Wednesday PLCs, teachers, classified staff, and principals review student data on attendance, behavior, grades, credits, and standardized test scores to determine classroom and school-wide interventions for students. These meetings are documented and monitored through our Aeries student data system.

All principals and instructional leaders participate in collaborative instructional reviews. Leaders work in small teams to observe evidence of student learning. The purpose is to evaluate learning using a collaboratively designed rubric focusing on rigor, relevance, and engagement. After each walk through, the team reflects on best practices and next steps to coach for improved instruction. These reviews provided opportunities for instructional leaders to reflect on practices being used within their sites and ways to address similar situations in a manner that would promote greater rigor and success for students and teachers.

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

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

The data, input, and feedback are prioritized according to expected outcomes for the graduation rate, CCI, academic achievement, chronic absenteeism, and suspension rates by the Alternative Education Leadership Team every month in order to allocate resources to schools experiencing challenges in meeting expected outcomes. Resources are deployed to the schools and systems of support are enhanced. Resources from LCFF, Title I, and EEF, ELO, ESSER grants are utilized for materials, targeted professional development, and specific contracted services. The systems of support include a school social worker to assist families with student attendance and behavior, behavioral/mental health counseling, mentoring/intervention services, school transition support, and school counseling.

Engaging Educational Partners

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

Stakeholder engagement is an ongoing process for Alternative Education every year. Meetings are held with our stakeholders to gain input and feedback on our programs and services as a part of our continuous improvement process. Staff, parents/guardians, students, and community partners were involved in LCAP stakeholder meetings during the 2021-2022 school year along with stakeholder meetings both virtually and in person. Stakeholders review student data and program outcomes along with the state priorities at each meeting and provide input. The feedback from stakeholders is considered in relation to student data, the state priorities, and the unique needs of our students.

During the first semester of 2021, Local Control and Accountability Plan educational partner meetings were held with staff, parents/guardians, and students at the school sites across the county (October 14 at ARLC/AMCYTEC, November 9 at BGGRLC, December 7th DLLRLC/Southwest). From January 2022 to February 2022, LCAP stakeholder meetings were held with staff, parents/guardians, and students at the school sites across the county (January 13th at DFKRLC/LF Smith, February 10, 2021 at Palm Springs, and March 10, 2022 at VVRLC). Parents and students from the schools representing the different programs (classroom, independent study, and parenting teens) participated in the regional meetings. Parents and students also responded to surveys. Stakeholders examined college and career readiness indicators (Exact Path ELA, reading, and math pre-/post test results, enrollment in AVID, CTE and UC a-g courses, Dual Enrollment data) at site and partner meetings and provided input for the development of actions for Goal 1. Stakeholders studied the data on student engagement and school climate (attendance, chronic absenteeism, suspensions, survey results) at site meetings and provided input for the development of actions for Goal 2. Stakeholders analyzed the English learner data from assessments (TELL, ELPAC, reclassification, and scores on the CAASPP in ELA and math) at site and partner meetings and provided input for the development of actions for Goal 3.

During the 2021-2022 school year, the Community School-School Site Councils (SSCs) reviewed quantitative data and provided input on the LCAP at meetings on 8/31/22, 9/18/21, 10/26/21, 11/30/21, 1/11/22, 2/22/22, 3/22/22, and 5/10/22. The Court School-School Site Councils (SSCs) reviewed quantitative data and provided input on the LCAP at meetings on 9/21/21, 10/5/21, 11/6/21, 12/14/21, 1/18/22, 2/13/22, 4/5/22, and 5/17/22. The required members of the SSC are one principal, four teachers, one staff, 3 parents, and 3 students. The Community School English Learner Advisory Committee (ELAC) reviewed quantitative data and provided input on the LCAP at meetings on 8/31/22, 9/18/21, 10/26/21, 11/30/21, 1/11/22, 2/22/22, 3/22/22, and 5/10/22.

The Court School English Learner Advisory Committee reviewed quantitative data and provided input on the LCAP at meetings on 9/14/21, 9/21/21, 10/5/21, 11/6/21, 12/14/21, 1/18/22, 2/13/22, 4/5/22, and 5/17/22. The ELAC is made up of parents of English learner students. The District English Learner Advisory Committee (DELAC) reviewed quantitative data and provided input on the LCAP at meetings on 7/19/21, 10/19/21, 2/9/22, 3/29/22, and 5/24/22. The DELAC is made up of parents from the school ELACs. The Parent Advisory Committee (PAC) met

to provide input on the LCAP 7/19/21, 10/19/21, 2/9/22, 3/29/22, and 5/24/22. The PAC met for final review and consult on May 24, 2022. The Parent Advisory Committee is made up of parents from the SSCs, ELACs, and DELACs.

In addition to the LCAP school site stakeholder meetings, staff members (certificated and classified employees from the Community School sites, Court School sites, and central office) provided input for LCAP actions through various meetings during the school year. Input for the LCAP was discussed at the quarterly (September 14, November 30, February 8, and April 5-Zoom meetings) Program Services Quality Review Committee (9 teachers selected by RCOTA and 9 -central office administrators, principals, counselors).

The Staff Development Planning Committee (Teachers, Principals, and Administrators) met on January 25, 2022, to examine student data and teacher needs in order to prioritize staff development actions for 2022-2023.

Community partners provided input into the LCAP at quarterly Alternative Education Career Technical Education Advisory Committee meetings (October 12, 2021, December 14, 2021, February 15, 2022, April 12, 2022). The Alternative Education Career Technical Education Advisory Committee includes the California Family Life Center, Cryoquip, Economic Development Agency (EDA), Riverside County Probation, and the Riverside Community College District. Each of these meetings focuses on an industry area with guest speakers who bring awareness to the job requirements as well as pathways that are available to students. This year the committee heard from industry partners in the areas of welding, culinary, construction, and multimedia.

During the quarterly meetings with Probation, input on programs for students in the Court School for the LCAP were discussed at inter-agency meetings (August 18, 2021, November 18, 2021, February 25, 2022, and April 14, 2022). During the quarterly Juvenile Justice Coordinating Council meetings, the needs of youth under the age of 12 who come into contact with law enforcement were discussed expansion of SB 823 along with the needs of youth who have experienced an adverse childhood experience (ACE).

School districts responded to emails, surveys, and provided input on the Expelled Student Plan during RCOE Child Welfare and Attendance Zoom meetings and through an online survey (September 23, 2021, October 28, 2021, November 18, 2021, January 27, 2022, February 24, 2022, March 24, 2022, April 28,2022).

During quarterly Foster Youth Executive Advisory Board meetings (September 14, 2021, November 30, 2021, February 14, 2022, May 3, 2022), districts provided input on services for foster youth. The members of the Foster Youth Advisory Board (15 school districts, DPSS, Loma Linda University, RCC and Moreno Valley College, RCOE, group home representatives, and former foster youth) discuss the needs of the foster youth in the school districts in Riverside County.

RCOE Alternative Education was provided support by the California Department of Education in the Differentiated Assistance process through the tri-county consortium with the Orange County Department of Education and San Bernardino County Office of Education to leverage the capacity, experience, expertise, resources, and strengths of each county office. Through a consortium support provider approach, Alternative Education focused on identifying strengths and weakness relative to the state priority areas, reviewed performance level data, and used evidence-based programs and practices to address areas of need. The focus of conversations included how differentiated assistance has impacted the districts and what obstacles and opportunities have arisen from this process. Challenges, obstacles, learning strategies and innovative ideas related to special education was an area of focus for the consortium. Tri-county consortium meetings were held on September 1, 2021, December 1, 2021, and March 14, 2022 to understand root causes and process mapping to transform inputs to outcomes.

The Riverside County Office Teachers Association (RCOTA) met to review the LCAP on May 19, 2022. RCOTA appreciated the attention to staff concerns and wants related to coaching within the classroom setting as well as providing ways to address cultural relevancy in a manner that allows teachers to support their students while maintaining the balance needed when approaching subject matter that can be controversial. Representatives of Chapter 693 of the California School Employees Association met to review the LCAP on May 16, 2022. CSEA applauded the support provided to all members and the continued attention to needs as they arise.

Input on the LCAP was requested from the Riverside County SELPA on May 12, 2022. The SELPA Representative met on 5/26/22 and commended the focus on supporting SWDs in all areas of the curriculum. She appreciated the involvement of SWDs in enrolling within the UCR class as well as supporting their transition plans, the high expectations and rigor of the UCR Dual Enrollment classes, and the success of the SWDs in the college classes. The SELPA Director also praised the Community and Court school-wide implementation of UDL as well as targeted support provided by instructional assistants..

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

The Riverside County Board of Education reviewed the components of the LCAP at the meetings on February 2, 2022 (LCAP Supplement 2021-2022 and Mid-Year Report), April 6, 2022 (LCAP Draft), and on May 5, 2021 (LCAP Draft). The LCAP was presented at the Board meeting on June 1, 2022, for public review and comment and on June 22, 2022, for adoption.

A summary of the feedback provided by specific educational partners.

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

Stakeholders (14) at Arlington Regional Learning Center/AMC YTEC on October 14, 2021, suggested the following:

- Have previous students come back as guest speakers (Goal 1)
- College tours (Goal 1)
- Provide opportunities to bring seniors together to help fill out FAFSA and college applications (Goal 1)
- Support for students who are interested in vocational trade schools, not traditional college (Goal 1)
- During college day events, invite parents to attend and support their students. Parents and students could have the opportunity to talk with college representatives. Have a counselor available to speak with parents and students (Goal 1)
- When students refuse to attend school, the parent should be notified immediately so they have the opportunity to intervene (Goal 2)
- Activity where students can use their native language along with English – bring the cultures together. Make connections between languages so that students are motivated to learn. Conversational language. (Goal 3)

Stakeholders (18) at Betty G. Gibbel Regional Learning Center on November 9, 2021 suggested the following:

- Driver's Education (Goal 1)
- Lunchtime activities (Goal 1)
- Pottery/ceramics classes (Goal 1)
- Allow students to bring their own lunches (Goal 1)
- In person college presentations. Scholarship information. Transfer information. Military, trade school presentations. (Goal 1)
- Financial Literacy (Goal 1)
- Workforce presenters (Goal 1)
- Department of Rehabilitation presentation or one-on-one meetings (Goal 1)
- Attendance incentives/programs (Goal 2)
- Motivational Speakers (Goal 2)
- Mental health counseling/building relationships with students (Goal 2)
- More College Success presentations (Goal 2)
- More board games for the students – Scrabble (Goal 2)
- More after school programs such as the performing arts program (Goal 2)
- Parents/students are pleased with the safety measures at the school site
- Parents/students are pleased with the staff at BGLC. Staff are nice and respectful (Goal 2)

- Students would like different food offered
- Continue the sports program
- Offer books/curriculum in other languages (Goal 3)
- Rosetta Stone (Goal 3)

Stakeholders (23) at David L.Long Regional Learning Center/Southwest Court School on December 7, 2021 suggested the following:

- UDL – Professional Development (Goal 1)
- Technology –Pathways. Certifications. College Credit (Goal 1)
- GED, Hi-Set (Goal 1)
- CTE Pathways – welding, California Corp. (Goal 1)
- Graduation Portfolio (Goal 1)
- Panorama Screener (Goal 2)
- Wiley Center, social work interns, Latino Commission, Behavior counselor, social skills curriculum (Goal 2)
- A2A, social worker – attendance support (Goal 2)
- Coordinator of student transitions (Goal 2)
- PBIS- incentives, MTSS – supporting students with needs. 3 categories – attendance, attitude, behavior, and academics (Goal 2)
- E-Sports, Basketball/Sports, games at lunch (Goal 2)
- Regular assessments, special curriculum (Goal 3)
- Assist with translation in the classroom (Goal 3)
- Progress monitor, identify data, present levels – TELL test (Goal 3)
- Re-Classify, Exact Path (Goal 3)
- Use 2 approaches – integrated vs. designated, and Rosetta Stone (Goal 3)

Stakeholders (18) at Don F. Kenny Regional Learning Center/LF Smith Court School on January 13, 2022 suggested the following:

- Expansion in dual enrollment courses offered (Goal 1)

Stakeholders (13) at Palm Springs Community School on February 10, 2022 suggested the following:

- Curriculum is easy to understand (Goal 1)
- Teachers are helpful and you can ask questions (Goal 1)
- Sports programs like soccer (Goal 2)

Stakeholders (24) at Val Verde Regional Learning Center on March 10, 2022, suggested the following:

- There is good communication with principal (Goal 1)
- Teachers give students the attention they need (Goal 1)
- Would like a real estate college course (Goal 1)
- Interpreter provided – this has really helped student who is EL (Goal 1)
- Want music and art classes (Goal 1)
- Want to increase mentorship available (Goal 1)
- Sports – bring back inter district sports (Goal 1)
- Elaborate on Cadet Corps activities (Goal 1)
- College presentations and career panels (Goal 1)
- Career Day – have students complete career presentations (Goal 1)
- College tours (Goal 1)
- Senior trips (Goal 1) Like UCR classes structure has improved (which is good) (Goal 1)
- Like that the small class sizes and small campus allows for staff to focus on students (Goal 1)
- Would like more ASVAB information (Goal 1)
- There are less distractions on this campus (Goal 1)
- CARE Space is working (Goal 2)
- Individual/family counseling offered and it's also for the community (Goal 2)
- Mental health provided in English and Spanish (Goal 2)
- Student is using techniques used in counseling (Goal 2)
- (My Son) Is happy and coming to school daily (Goal 2)
- Safe site with good security (Goal 2)
- The school is peaceful and tranquil (Goal 2)
- Want to go to CARESpace more often (Goal 2)
- More activities during school – classes or electives (Goal 2)
- Would like to wear hoodies (Goal 2)
- Review Panorama scores with students and make it a classroom discussion (Goal 2)
- Have check-ins at the door with different strategies (Goal 2)
- Provide mental days (Goal 2)
- Want a week of wellness strategies and tips for students (Goal 2)
- Positive reinforcements (Goal 2)
- Students feel heard and appreciated (Goal 2)

- Feel much safer than the larger campuses (Goal 2)
- Like the Panorama screener – but it is long – want to know what the results are (Goal 2)
- Able to form relationships with staff and adults on campus (Goal 2)
- My son has been reclassified (Goal 3)
- Son tested and found to be 100% bilingual (Goal 3)
- Like the English learning program – child is making progress (Goal 3)
- Child now speaks some English – spoke none before (Goal 3)
- Use language development strategies in the classroom (Goal 3)
- Provide college courses focusing on learning English (Goal 3)
- Need a teacher like the translator who is on site (Goal 3)
- Want more opportunities for 1 to 1 language development (Goal 3)

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

Foster Youth Advisory Board members rated the foster youth services provided with an overall score of 3.28/5, indicating that implementation of services were meeting students addressed in this subgroup. There was an overall satisfaction rating of 3.75/5 in the facilitating and the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.

Community and Court School students completed the California Healthy Kids Survey (Goal 2). While both groups completed the survey, there was not a large enough sample size for the Court School to have its own report. This survey grew out of the California Department of Education's (CDE) commitment to helping schools create more positive, safe, supportive, and engaging environments and to promoting the successful cognitive, social, emotional, and physical development of all students. This tool is used to refine ways to focus on enhancing school climate, pupil engagement, parent involvement, and addressing the needs of vulnerable groups. The majority of the questions are school-specific, including the following indicators: • student grades, truancy, boredom at school, attendance, academic motivation, and school connectedness, as indicators of engagement; • developmental supports (protective factors) that promote positive academic, social, and emotional outcomes: experiences of caring adult relationships, high expectations, and opportunities for meaningful participation at school; • perceived school safety, bullying, and victimization; and • violence perpetration, substance use, and crime-related behavior (e.g., weapons possession). 133 students completed the survey. Some data points that were noted included the following: 19% of students reported that their absences were due to not having transportation to school. Of the responses, 76% of students indicated that they felt there were caring adults in school with 78% indicating adults had high expectations for them in school. School connectedness was rated at 56% with those reporting "agree" or "strongly agree". 83% of students indicated that they felt that teachers/school treat students fairly.

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

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

Educational partners expressed gratitude that dual enrollment courses are offered at our schools and noted that students have not had this opportunity in the past at their comprehensive sites (Goal 1). This was supported through goal one's focuses on students will graduate from high school academically and socially prepared for college, the workforce, and civic responsibility. There were multiple requests to expand the course offerings with a focus on industry or program certifications. This feedback and increased enrollment in the current course offerings has supported the expansion of dual enrollment course work to include partnership with Riverside Community College. Parent groups specifically expressed that they would like to see more information presented regarding college enrollment, FAFSA support, and college success presentations.

Activities not related to credits and course work were discussed (Goal 1 and Goal 2). Parents and students expressed a desire to have activities during unstructured times that help to focus on conflict resolution and ways to work through disagreement while providing healthy alternative options. All engagement partners wanted to see the intramural sports program continue and expressed disappointment that it had been limited during the fall (due to COVID precautions). Being on a sports team provides students with a new social circle outside of the one they before enrolling in the Alternative Education program. Students are given opportunities to enrich their communication and interactions beyond texting and social media. Students learn valuable lessons in teamwork, such as putting your own needs second in order to make choices that benefit the team. Students are also taught that losing or failure, are part of the game. Learning to control and understand the emotions related to losing allow a student to handle difficult situations in the future. Discipline and respect for rules and authority also are taught through sports programs. Students build persistence and learn the importance of patience, and in the end, that hard work pays off.

Educational partners had input related to Goal 3 and the education of English Learners. The need to monitor and evaluate data was discussed as an area to drive focus and instruction for students as well as professional development. Student scores on the ELPAC also emphasize a need develop this area further. The Community School percent of English learners scoring Moderately Developed/Well Developed on the ELPAC was 24.24% in 2020-2021. The Court School percent of English learners scoring Moderately Developed/Well Developed on the ELPAC

was 26.93% in 2020-2021. This decrease in scores, accentuates a need to focus on the academic needs of students. The use of online instruction during the 2020-2021 school year had a dramatic impact on student learning. Parents indicated that students were often disconnected and they were not able to assist them given the language barrier. An ELA/ELD T.O.S.A. was added through the educator effectiveness grant in order to support students in the community school, however this position was not able to be filled right away causing a limited amount of time to support students directly. The need to focus on this area is further supported by the 2021-2022 midyear grades for students enrolled in A-G courses. English Learners had the lowest completion rate of 79% within community schools. Coaching for the upcoming year will be increased in the classroom with targeted focus on increasing literacy in an integrated approach across all cores subject area with a focus on critical thinking, solving complex problems, and effectively communicating. A new educational online program designed for students who are at level 1 or level 2 will be piloted during the 2022-2023 school year. This program uses a cross-curricular approach to solidify language skills while strengthening academic language. The rigorous curriculum helps develop critical language skills needed to successfully “unpack” content in math, science, an social studies. It is designed to address academic and social-emotional needs. It has a unique acculturation module to help Newcomers adapt to new school environment and culture.

ROE, Alternative Education understands that school climate and campus environment play a critical role in the academic achievement and overall well-being of students (Goal 2). Through the district’s process of seeking input from the community through meetings, surveys, and feedback collection platforms, the resounding theme of the importance of student mental health and social-emotional wellness consistently emerged. This has been a focus for the program this year, with the opening of CARESpaces and an increase in classes and services to address students as well as families. It is clear that its continuation and expansion is supported by stakeholder feedback and district data analysis. In reviewing available data, it became clear that further steps need to be taken to address student self-efficacy, motivation, overall wellbeing, and focus on SEL for unduplicated students and other vulnerable student groups. According to the Panorama screener, 68% of students show that they are on track in SEL for the 2021-2022 school year. Students are at a higher level to be at risk for experiencing difficulty with emotional health include males (64%), non binary (50%), Black or African American (64%), English Learners (62%), and middle school students (52%)

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

The actions were created/grouped in order to meet the metrics for local and State indicators on the California Dashboard for the LCFF priorities. The following actions were created/grouped to meet the metrics for high school graduation under LCFF Priority 5 and in response to stakeholder feedback (CTE Advisory Committee, Leadership Team, Staff Development Planning Committee, LCAP site stakeholder meetings, SSC): Action 1 (Broad Course of Study), Action 2 (Instructional Materials), Action 3 (Technology and Digital Literacy), Action 4 (Professional Development), Action 5 (UDL and Culturally Responsive Instruction), Action 14 (Formative Assessments and MTSS Data Teams), Action 15 (Multi-Tiered Systems of Supports-Classroom-Based Supports), Action 16 (Multi-Tiered Systems of Supports-Extended Learning Time). Action 17 (Monitoring instruction and learning for students with disabilities), Action 18 (Online Courses), Action 19 (Credit Recovery), and Action 20 (High School Equivalency Testing).

The following actions were created/grouped to meet the metrics for CCI under LCFF Priority 4 and in response to stakeholder feedback (CTE Advisory Committee, Leadership Team, Staff Development Planning Committee, LCAP site stakeholder meetings): Actions 1 (Broad Course of Study), Action 2 (Instructional Materials), Action 3 (Technology and Digital Literacy), Action 4 (Professional Development), Action 6 (College and Career Readiness Counseling and Transitions), Action 7 (AVID), Action 8 (Career Technical Education Pathways), Action 9 (College

Course Credit), Action 10 (California Cadet Corps), Action 11 (Student Led Enterprise), Action 12 (Work-Based Learning and Industry Certifications), and Action 13 (Internships for Students).

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

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

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching using teacher certification data and Aeries course assignments (Priority 1)	Based on teacher certification data and Aeries course assignments, all teachers were appropriately assigned and fully credentialed in the subject areas 2020-2021	Based on teacher certification data and Aeries course assignments, all teachers were appropriately assigned and fully credentialed in the subject areas 2021-2022	To be completed in 2022-2023 for 2023-2024 LCAP	To be completed in 2023-2024 for 2024-2025 LCAP	Maintain at 100%
Students have access to standards-aligned instructional materials based on the Alternative Education Textbook Management System (Priority 1)	All students had access to standards aligned instructional materials in 2020-2021	All students had access to standards aligned instructional materials in 2021-2022	To be completed in 2022-2023 for 2023-2024 LCAP.	To be completed in 2023-2024 for 2024-2025 LCAP.	Maintain at 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>California State Standards Implementation Reflection Tool. Implementation of academic content and performance standards and English language development standards (Priority 2)</p>	<p>The average rating on the California Standards Reflection Tool was 4 based on all five areas: Professional Learning on New Standards. Instructional Materials Aligned to New Standards. Identifying Areas Needing Improvement. Progress in Implementing Standards in All Areas. Identifying Professional Learning.</p>	<p>The average rating on the California Standards Reflection Tool was 4.05 based on all five areas: Professional Learning on New Standards. Instructional Materials Aligned to New Standards. Identifying Areas Needing Improvement. Progress in Implementing Standards in All Areas. Identifying Professional Learning.</p>	<p>To be completed in 2022-2023 for 2023-2024 LCAP.</p>	<p>To be completed in 2023-2024 for 2024-2025 LCAP.</p>	<p>The average rating on the California State Standards Implementation Reflection Tool will be 4 based on the average of all areas</p>
<p>Course Access: Pupil enrollment in a broad course of study based on Aeries course scheduling reports and graduation status reports (Priority 7)</p>	<p>All students had full access to a broad course of study in 2020-2021.</p>	<p>All students had full access to a broad course of study in 2021-2022</p>	<p>To be completed in 2022-2023 for 2023-2024 LCAP.</p>	<p>To be completed in 2023-2024 for 2024-2025 LCAP.</p>	<p>Maintain at 100%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Community School DASS One-Year High School Graduation Rate on the California Dashboard (Priority 5)	The Community School DASS One Year Graduation Rate was 100% in 2019-2020.	The Community School DASS One Year Graduation Rate was 92.0% in 2020-2021	To be completed in 2022-2023 for 2023-2024 LCAP.	To be completed in 2023-2024 for 2024-2025 LCAP.	Maintain Community School DASS One-Year High School Graduation Rate at 100%
Court School DASS One-Year High School Graduation Rate on the California Dashboard (Priority 5)	The Court School DASS One Year Graduation Rate was 95.6% in 2019-2020.	The Community School DASS One Year Graduation Rate was 100% in 2020-2021	To be completed in 2022-2023 for 2023-2024 LCAP.	To be completed in 2023-2024 for 2024-2025 LCAP.	Achieve 97.1% Court School DASS One-Year High School Graduation Rate
Community School College/Career Indicator on the California Dashboard (Priority 4) CCI Replaces share of pupils determined prepared for college by the Early Assessment Program	Community School CCI was 0 in 2019-2020.	No Official State Indicators Available for 2020-2021 Local indicator reports: Court School Completed College Credit Courses 0% Completed at Least One CTE 0%	To be completed in 2022-2023 for 2023-2024 LCAP.	To be completed in 2023-2024 for 2024-2025 LCAP.	Achieve a 9% Community School CCI Rate.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Court School College/Career Indicator on the California Dashboard (Priority 4) students	Court School CCI was 2.9% in 2019-2020.	No Official State Indicators Available Local indicator reports: Court School Completed College Credit Courses 4.4% Completed at Least One CTE 2.2%	To be completed in 2022-2023 for 2023-2024 LCAP.	To be completed in 2023-2024 for 2024-2025 LCAP.	Achieve an 11.9% CCI Rate.
Community School Academic Achievement in ELA on the Smarter Balanced Assessment as a part of the CAASPP (Priority 4)	The distance from standard was 155.9 on the Smarter Balanced Assessments in ELA for Community School students in 2018-2019	The distance from standard was not made available due to not being mandated during Pandemic. What was reported is that 4.11% met or exceeded standards	To be completed in 2022-2023 for 2023-2024 LCAP.	To be completed in 2023-2024 for 2024-2025 LCAP.	The distance from standard will be 110.9 on the Smarter Balanced Assessments in ELA for Community School students
Community School Academic Achievement in Math on the Smarter Balanced Assessment as a part of the CAASPP (Priority 4)	The distance from standard was 242.4 on the Smarter Balanced Assessments in Math for Community School students	The distance from standard was not made available due to not being mandated during Pandemic. What was reported is that 1.45% met or exceeded standards	To be completed in 2022-2023 for 2023-2024 LCAP.	To be completed in 2023-2024 for 2024-2025 LCAP.	The distance from standard will be 197.4 on the Smarter Balanced Assessments in Math for Community School students

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Court School Academic Achievement in ELA on the Smarter Balanced Assessment as a part of the CAASPP (Priority 4)	Court School did not have a numerically significant number of students to be counted on the dashboard in Academic Achievement in ELA 2018-2019	The distance from standard was not made available due to not being mandated during Pandemic. What was reported is that 2.27% met or exceeded standards	To be completed in 2022-2023 for 2023-2024 LCAP.	To be completed in 2023-2024 for 2024-2025 LCAP.	The distance from standard will be set when a significant number of students test on the Smarter Balanced Assessments in Math for Court School students
Court School Academic Achievement in Math on the Smarter Balanced Assessment as a part of the CAASPP (Priority 4)	Court School did not have a numerically significant number of students to be counted on the dashboard in Academic Achievement in math 2018-2019	The distance from standard was not made available due to not being mandated during Pandemic. What was reported is that 0% met or exceeded standards	To be completed in 2022-2023 for 2023-2024 LCAP	To be completed in 2023-2024 for 2024-2025 LCAP	The distance from standard will be set when a significant number of students test on the Smarter Balanced Assessments in Math for all Court School students in the aggregate and for each student group
The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher (Priority 4)	AP Exams were available to all students in 2020-2021. No student opted to take the AP Exams in 2020-2021	AP Exams were available to all students in 2020-2021. No student opted to take the AP Exams in 2021-2022	To be completed in 2022-2023 for 2023-2024 LCAP	To be completed in 2023-2024 for 2024-2025 LCAP	All students will have full access AP Exams each year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program in ELA (Priority 4)	The percent of students at Nearly Prepared was 6% and the percent at Well Prepared was 1% in ELA in 2018-2019 (the CAASPP was not administered in 2019-2020)	The percent of students at Nearly Prepared was 6% and the percent at Well Prepared was 1% in ELA in 2018-2019 (the CAASPP was optional in 2020-2021 and EAP scores were not provided)	To be completed in 2022-2023 for 2023-2024 LCAP	To be completed in 2023-2024 for 2024-2025 LCAP	The percent of students at Nearly Prepared will be 15% and the percent at Well Prepared will be 10% in ELA
The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program in math (Priority 4)	The percent of students at Nearly Prepared was 1% and the percent at Well Prepared was zero in math (the CAASPP was not administered in 2019-2020)	The percent of students at Nearly Prepared was 6% and the percent at Well Prepared was 1% in ELA in 2018-2019 (the CAASPP was optional in 2020-2021 and EAP scores were not provided)	To be completed in 2022-2023 for 2023-2024 LCAP	To be completed in 2023-2024 for 2024-2025 LCAP	The percent of students at Nearly Prepared will be 10% and the percent at Well Prepared will be 9% in math
Exact Path platform for administering an ELA pre-test at enrollment and a growth measure at 90 days of enrollment (Priority 8)	The percent meeting/exceeding on the Exact Path ELA post-test was 20.7% for Community School students in 2020-2021	The percent meeting/exceeding on the Exact Path ELA post-test was 18.95% for Community School students in 2021-2022	To be completed in 2022-2023 for 2023-2024 LCAP	To be completed in 2023-2024 for 2024-2025 LCAP	The percent will meeting/exceeding on the Exact Path in ELA for all students will be 29.9%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Exact Path platform for administering a Reading pre-test at enrollment and a growth measure at 90 days of enrollment (Priority 8)	The percent meeting/exceeding on the Exact Path Reading post-test was 30.9% for Community School students in 2020-2021	The percent meeting/exceeding on the Exact Path Reading post-test was 29.3% for Community School students in 2021-2022	To be completed in 2022-2023 for 2023-2024 LCAP	To be completed in 2023-2024 for 2024-2025 LCAP	The percent will meeting/exceeding on the Exact Path in Reading for all students will be 39.9%
Exact Path platform for administering a Math pre-test at enrollment and a growth measure at 90 days of enrollment (Priority 8)	The percent meeting/exceeding on the Exact Path Math post-test was 20.3% for Community School students in 2020-2021	The percent meeting/exceeding on the Exact Path Math post-test was 19.7% for Community School students in 2021-2022	To be completed in 2022-2023 for 2023-2024 LCAP	To be completed in 2023-2024 for 2024-2025 LCAP	The percent will meeting/exceeding on the Exact Path in Math for all students will be 29.3%
Exact Path platform for administering an ELA pre-test at enrollment and a growth measure at 90 days of enrollment (Priority 8)	The percent meeting/exceeding on the Exact Path ELA post-test was 17.8% for Court School students in 2020-2021	The percent meeting/exceeding on the Exact Path ELA post-test was 9.88% for Court School students in 2021-2022	To be completed in 2022-2023 for 2023-2024 LCAP	To be completed in 2023-2024 for 2024-2025 LCAP	The percent will meeting/exceeding on the Exact Path in ELA for all students will be 26.8%
Exact Path platform for administering a Reading pre-test at enrollment and a growth measure at 90 days of enrollment (Priority 8)	The percent meeting/exceeding on the Exact Path Reading post-test was 26.1% for Court School students in 2020-2021	The percent meeting/exceeding on the Exact Path Reading post-test was 27.16% for Court School students in 2021-2022	To be completed in 2022-2023 for 2023-2024 LCAP	To be completed in 2023-2024 for 2024-2025 LCAP	The percent will meeting/exceeding on the Exact Path in Reading for all students will be 35.1%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Exact Path platform for administering a Math pre-test at enrollment and a growth measure at 90 days of enrollment (Priority 8)	The percent meeting/exceeding on the Exact Path Math post-test was 17.8% for Court School students in 2020-2021	The percent meeting/exceeding on the Exact Path Math post-test was 21.52% for Court School students in 2021-2022	To be completed in 2022-2023 for 2023-2024 LCAP	To be completed in 2023-2024 for 2024-2025 LCAP	The percent will meeting/exceeding on the Exact Path in Math for all students will be 26.8%
Exact Path platform for administering an ELA pre-test at enrollment and a growth measure at 90 days of enrollment (Priority 8)	The percent meeting/exceeding on the Exact Path ELA post-test was 21.7% for Community School low income students in 2020-2021	The percent meeting/exceeding on the Exact Path ELA post-test was 16.86% for Community School low income students in 2021-2022	To be completed in 2022-2023 for 2023-2024 LCAP	To be completed in 2023-2024 for 2024-2025 LCAP	The percent will meeting/exceeding on the Exact Path in ELA for Community School low income students will be 30.7%
Exact Path platform for administering a Reading pre-test at enrollment and a growth measure at 90 days of enrollment (Priority 8)	The percent meeting/exceeding on the Exact Path Reading post-test was 26.6% for Community School low income students in 2020-2021	The percent meeting/exceeding on the Exact Path Reading post-test was 27.81% for Community School low income students in 2021-2022	To be completed in 2022-2023 for 2023-2024 LCAP	To be completed in 2023-2024 for 2024-2025 LCAP	The percent will meeting/exceeding on the Exact Path in Reading for Community School low income students will be 35.6%
Exact Path platform for administering a Math pre-test at enrollment and a growth measure at 90 days of enrollment (Priority 8)	The percent meeting/exceeding on the Exact Path Math post-test was 16.7% for Community School low income students in 2020-2021	The percent meeting/exceeding on the Exact Path Math post-test was 17.5% for Community School low income students in 2021-2022	To be completed in 2022-2023 for 2023-2024 LCAP	To be completed in 2023-2024 for 2024-2025 LCAP	The percent will meeting/exceeding on the Exact Path in Math for Community School low income students will be 25.7%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Exact Path platform for administering an ELA pre-test at enrollment and a growth measure at 90 days of enrollment (Priority 8)	The percent meeting/exceeding on the Exact Path ELA post-test was 21.8% for Court School low income students in 2020-2021	The percent meeting/exceeding on the Exact Path ELA post-test was 9.88% for Court School low income students in 2021-2022	To be completed in 2022-2023 for 2023-2024 LCAP	To be completed in 2023-2024 for 2024-2025 LCAP	The percent will meeting/exceeding on the Exact Path in ELA for Court School low income students will be 30.8%
Exact Path platform for administering a Reading pre-test at enrollment and a growth measure at 90 days of enrollment (Priority 8)	The percent meeting/exceeding on the Exact Path Reading post-test was 23% for Court School low income students in 2020-2021	The percent meeting/exceeding on the Exact Path Reading post-test was 27.16% for Court School low income students in 2021-2022	To be completed in 2022-2023 for 2023-2024 LCAP	To be completed in 2023-2024 for 2024-2025 LCAP	The percent will meeting/exceeding on the Exact Path in Reading for Court School low income students will be 32%
Exact Path platform for administering a Math pre-test at enrollment and a growth measure at 90 days of enrollment (Priority 8)	The percent meeting/exceeding on the Exact Path Math post-test was 12.4% for Court School low income students in 2020-2021	The percent meeting/exceeding on the Exact Path Math post-test was 21.52% for Court School low income students in 2021-2022	To be completed in 2022-2023 for 2023-2024 LCAP	To be completed in 2023-2024 for 2024-2025 LCAP	The percent will meeting/exceeding on the Exact Path in Math for Court School low income students will be 21.4%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Broad Course of Study	Enroll students in a broad course of study including UC a-g courses, core content, physical education, CTE, Dual Enrollment college classes, world languages, and visual performing arts programs. Continue online registration.	\$119,721	N
2	Instructional Materials, Resources, and Textbooks	Provide students with rigorous and relevant instructional materials, online programming, and textbooks that enhance academic achievement.	\$241,312	N
3	Technology and Digital Literacy	Integrate digital literacy skills in the core content areas through the use of up-to-date technology by teachers and students.	\$344,570	N
4	Professional Development	Implement ongoing professional learning on UDL (multiple means of engagement, representation, and action/expression), culturally responsive instruction, and teacher choice through multiple formats. Continue using Zoom to reduce travel time and costs.	\$296,043	Y
5	UDL and Culturally Responsive Instruction	Implement Universal Design for Learning and Culturally Responsive Instruction that reflect sociocultural and constituent-involving strategies, and include the following features: connecting student's cultural assets and references to academic concepts and skills, employing curricula that encourages student reflection on their own lives and society, supporting student cultural competence by facilitating learning about their own and other cultures, pursuing social justice through critiques of discourses of power, addressing anti-racism, and integrating equity content through exploring issues of race/ethnicity and teaching historical examples of conflict, injustice, and discrimination to communicate tolerance, social skills, and civic responsibility.	\$96,535	N

Action #	Title	Description	Total Funds	Contributing
6	College and Career Readiness Counseling and Transitions	Implement college readiness transition activities, including career inventories, college assessments (PSAT, AP exams, ACT, SAT), college visits, college summer camps, and support from the counselor in completing college applications, financial aid, and the Free Application for Federal Student Aid (FAFSA).	\$33,000	Y
7	AVID	Implement Advancement Via Individual Determination (AVID) to support under-represented students in preparing for college by supporting student transitions between middle school and high school and high school and post-secondary education. Provide AVID tutors for students for targeted assistance in the core subject areas and train teachers on AVID strategies in WICOR (writing, inquiry, collaboration, organization, and reading).	\$49,074	Y
8	Career Technical Education Pathways	Expand CTE pathways in Computer Networking at ARLC, Food Service/Hospitality at DFKRLC and Palm Springs Community School, Multimedia Production at VVRLC, Residential Commercial Construction at BGGRLC, and Welding at DLLRLC.	\$623,210	N
9	College Course Credit	Implement Dual Enrollment courses in partnership with UCR-Extension Center in IT Support Specialist Professional Certificate (CTE Networking Pathway), American History, and Physics; and with RCC for Business Math and Real Estate, Articulate CTE courses with RCC, COD and MSJC.	\$196,240	N
10	California Cadet Corps	Implement the California Cadet Corps at one Community School site to develop leadership skills, promote academic excellence, encourage personal health and wellness, and teach basic military subjects.	\$55,000	N
11	Student Led Enterprise	Implement student led enterprise courses and competitions to enhance financial literacy and an entrepreneurial spirit (mindset that embraces critical questioning, innovation, service, and continuous improvement).	\$19,100	N
12	Work-Based Learning and Industry Certifications	Implement Workability, Work Experience permits, and other employment certificate programs (i.e., food handler permits, OSHA certification).	\$10,282	N

Action #	Title	Description	Total Funds	Contributing
13	Internships for Students	Implement partnerships with industries and businesses for paid internships with support from Alternative Education Coordinator of CTE.	\$56,000	N
14	Formative Assessments and MTSS Data Teams	Implement formative assessments, MTSS Data Teams, and instruction to improve student learning in ELA and math.	\$4,302	N
15	Multi-Tiered Systems of Supports (MTSS) – Classroom-Based Supports	Implement UDL, differentiated instruction (individual and small group instruction from teachers and instructional assistants), and ELA and math support/intervention classes for students.	\$393,673	Y
16	Multi-Tiered Systems of Supports (MTSS) – After School Supports, Summer School	Implement MTSS for students to improve student learning in ELA and math that include teacher after school tutoring, contracted tutoring providers, and summer school. Intervention approaches will focus on a holistic approach to learning consisting of social emotional learning, cultural competence, and a growth mindset framework. Interventions will address common core state standards and issues of equity, cultural competence, student engagement, institutionalized racism and privilege.	\$393,673	Y
17	Monitoring instruction and learning for students with disabilities.	Monitor and evaluate the progress of students with disabilities on academic achievement, attendance, and behavior. Provide teachers with in-class support from administrator, instructional specialist, and school psychologist.	\$225,397	N
18	Online Courses	Provide online classes to service students across all sites.	\$157,000	N
19	Credit Recovery	Provide credit recovery courses/options for students through online platforms and summer school.	\$65,477	Y
20	High School Equivalency Test (GED and HiSET)	Implement the High School Equivalency Test prep and assessment (GED and HiSET) as an alternate to the high school diploma.	\$1,000	N

Goal Analysis for 2021-2022

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

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

California Cadet Corps (CACC) (Action #10) which focuses on creating outstanding leadership development opportunities for students, had a delayed start this year due to the availability of training made available to our instructor. COVID protocols halted in person training for the instructor, and he was not able to attend until late fall. Students were able to begin the course as of second semester 2022. Uniforms arrived at the beginning of March and students are now officially enrolled and participating fully in the course at Val Verde Regional Learning Center. The online component that would allow other sites to also participate has not yet begun and is scheduled for Fall of 2022.

Action #7, AVID - AVID was provided for students in grades 7-12 in Court and Community School. AVID was implemented in Court School and Community School due to the limited numbers of enrollment as well as students who are switched graduation tracks under AB104. Students who are under the reduced graduation track, do not need to take electives thus decreasing the number of students enrolled in AVID elective programs

Action #16, Multi-Tiered Systems of Supports (MTSS) – After School Supports, Summer School – After school programming was significantly impacted when funding sources had to be adjusted and teachers could no longer be paid extra hourly duty for 2 hours a day. Contracted tutoring, although offered daily had minimal attendance.

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.

UDL and Culturally Responsive Instruction (Action #5) more than doubled (\$22,000 to \$59,995). As this year progressed it was determined that the focus on cultural responsiveness offered during the UDL training was not enough to meet the needs of teachers. Community Now Coaching for Cultural Success contract was added as a way for educators to take the lead in building long-term infrastructure and support of foster and at-promise youth. Specifically, the objectives that were focused on included: Objective 1: To provide a safe and nurturing learning environment for the professional development teacher training. Objective 2: To provide professional development teacher training on how best to support African-American / Black foster youth in our schools through a trauma-informed lens. Objective 3: To provide a fresh unbiased perspective on how to best advocate for the youth who look to educators for guidance.

Instructional Materials, Resources, and Textbooks (Action #2) increased by over \$600,000. There was contracted services with Dataworks to overhaul the ELA and Math curriculum, resulting in over 600 turnkey lessons and allowing RCOE Alternative Education to address the multiple learning platforms that would made available during 2021-2022 school year. Previous state and local assessments indicated that our student continued with mastering concepts within the short time that they attend our programs. Through this contract DataWorks provided resources for onsite teaching, remote teaching, hybrid teaching, and independent study. This also included the incorporation of Educeri lessons as a secondary resource. Educeri lesson videos were recorded to support the teachers with lesson delivery and these lessons

focused on EL integration strategies. All materials were completed and uploaded to the Canvas Learning Management platform to allow for access to accommodations embedded within the system that supports special populations such as EL and SWD.

Actual expenditures for Avid (Action #7) were decreased greatly due to the AVID Summer Institute being offered on-line. Costs for travel and hotel accommodations were not necessary.

California Cadet Corps (CACC) (Action #10) expenditures were limited. Uniforms were provided by the association for free, as was training. This was agreed upon when initiating the contact for the 2021-2022 school year.

Student Led Enterprise (Action #11) expenditures were limited. This was a new initiative for the 2021-2022 school year with a lot of components and collaboration across the different divisions and units within RCOE. There were delays in rolling out the webpage for purchases due to the need to set up a Student Body Fund through Bank of America. A domain name has been established for the marketing website (studentled.rcoe.us) and the purchase of the Wordpress site is underway. We expect Student-Led Enterprise to be fully functional at the beginning of the 2022-2023 school year.

Work-Based Learning and Industry Certifications (Action #12) There was a carryover of textbooks and industry vouchers available from the previous year and we did not need to reorder. Internships were reduced because of COVID restrictions, disallowing students to complete on-site programming.

Spending for Multi-Tiered Systems of Supports (MTSS) – Classroom-Based Supports (Action #15) was greatly decreased aligning with the decrease in student enrollment. Student enrollment decreased by over 100% as of P1 ADA. This led to a significant decrease in the number of students needing direct support and services as part of MTSS. One instructional assistant position was not filled, due to such low numbers in class sizes (less than 5).

Monitoring instruction and learning for students with disabilities (Action #17) decreased by 48% due to not being able to fill an instructional specialist position.

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

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

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

No barriers were identified in preventing RCOE from providing access to a broad course of study for all students. Technology was used to overcome any geographical barriers across sites. RCOE implemented synchronous online learning intervention courses in ELA and mathematics as an additional support option for students (Action #3, Technology and Digital Literacy). RCOE Alternative Education provided English learners with challenging curriculum and instruction that maximized the attainment of high levels of proficiency in English, advance multilingual capabilities, and facilitated student achievement in the County Office of Education's regular course of study.

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

RCOE implemented synchronous online learning intervention courses in ELA and mathematics as an additional support option for students. RCOE Alternative Education provides English learners with challenging curriculum and instruction that maximize the attainment of high levels of proficiency in English, advance multilingual capabilities, and facilitate student achievement in the County Office of Education's regular course of study. Students who are classified as English learners shall not be denied participation in the standard instructional program of a school. The

standard instructional program means, at a minimum, core curriculum courses, as defined in clause (i) of subparagraph of paragraph (6) of subdivision (b) of Section 33126, courses required to meet state and local graduation requirements, and courses required for middle school grade promotion. A middle school or high school pupil who is classified as an English learner shall not be denied any of the following:

- Enrollment in a full course load of courses that are part of the standard instructional program.
- Enrollment in courses that are not part of a school's standard instructional program that either meet the subject matter requirements for purposes of recognition for college admission pursuant to Section 66205.5 or are advanced courses, such as honors or advanced placement courses, on the sole basis of a pupil's classification as an English learner. Pursuant to federal law, the pupil's course of study is designed to remedy any academic deficits incurred during participation and that the pupil's course of study is reasonably calculated to enable that pupil to attain parity of participation in the standard instructional program within a reasonable length of time after he or she enters the school system. (Action #18, Online Courses & Action#19, Credit Recovery)

RCOE maintained textbook sufficiency to ensure all students have access to standards aligned instructional materials. Alternative Education used the Destiny Textbook Management System to monitor inventories of instructional materials. All principals conducted audits of their instructional materials and ordered replacement textbooks when needed and when deficiencies were reported by teachers. The central office administrator monitored the textbook inventory and distribution process to ensure that all students had a textbook in each subject area and that classrooms had sets of textbooks to ensure that textbook sufficiency was maintained (Instructional Materials, Resources, and Textbooks Action #2).

As this year progressed it was determined that the focus on cultural responsiveness needed to be a focus during the UDL training. This was also integrated through the Community Now Coaching for Cultural Success contract. This was added as a way for educators to take the lead in building long-term infrastructure and support of foster and at-promise youth. Specifically, the objectives that were focused on included: Objective 1: To provide a safe and nurturing learning environment for the professional development teacher training. Objective 2: To provide professional development teacher training on how best to support African-American / Black foster youth in our schools through a trauma-informed lens. Objective 3: To provide a fresh unbiased perspective on how to best advocate for the youth who look to educators for guidance. (UDL and Culturally Responsive Instruction Action #5)

Action #6 College and Career Readiness Counseling and Transitions & Action #9 College Course Credit) During the 2020-2021 school year, Riverside County Community School expanded upon the dual-enrollment to include a History and Physics sequence of courses. RCOE will be expanding dual enrollment courses to include those offered through Riverside Community College (RCC). Dual enrollment focuses on removing barriers for students who are not traditionally considered "college going" candidates. The focus on equity in education starts with opportunity and exposure to coursework as well as college related experiences. This is evidenced by the increase in students enrolling in each of the

classes. Local indicators report that 4.4% of Court School students completed at least one College Credit Course and 2.2% completed at least one CTE pathway.

Fall 2020

Spring 2021

Fall 2021

Spring 2022

CTP - 9 students enrolled and 3 completers CTP 11 enrolled, 3 completers CTP 17 enrolled, 13 completers CTP 19 enrolled

History - 5 enrolled, 4 passed History 13 enrolled, 2 passed Physics 7 enrolled History A 26 enrolled

Physics 13 enrolled, 2 passed

AVID (Action #7) AVID was provided for students in grades 7-12 in Court and Community School as evidenced by the student information system enrollment of AVID elective. 13 students enrolled in AVID during the 2021-2022 school year. All students were identified as economically disadvantaged and 3 classified as English Learners. Students had the opportunity to take the PSAT and the ASVAB Teachers and IA's were able to attend the AVID Summer Institute Virtually.

A Student Led Enterprise (Action #8 & 11) was developed through our CTE pathways where goods and services are available for purchase. All CTE pathways across the county operate a portion of the enterprise by either manufacturing goods or marketing the enterprise. CTE welding and CTE Construction produce various goods for sale such as small furniture, coffee cup holders, and artistic welding pieces. CTE Culinary and Hospitality produce and sale goods such as birthday cakes/cupcakes or any other thematic entry or dessert. The CTE Multimedia pathway is responsible for the digital marketing through the creation of a website advertising our CTE program and the goods for sale. Student Led Enterprise is a new initiative for the 2021-2022 school year with a lot of components and collaboration across the different divisions and units within RCOE. There were delays in rolling out the webpage for purchases due to the need to set up a Student Body Fund through Bank of America. A domain name has been established for the marketing website (studentled.rcoe.us) and the purchase of the Wordpress site is underway. RCOE Business Department recently approved the use of the CAL-Card to make the purchase. We expect Student Led Enterprise to be fully functional at the beginning of the 2022-2023 school year.

A Career and Technical Student Organization (CTSO) is a student leadership group and our program has been accepted as an approved chapter of Skills USA. Skills USA is one of the eight nationally recognized CTSOs which encompasses all of our CTE pathways for participation. Chapter meetings are held bi-monthly using Robert's Rules of Order and student leadership positions have been established. Students will have the opportunity to participate in local, regional, state, and even national competitions as it relates to the CTE pathway that they are currently enrolled in. Students can compete in teams or individually. Students will also be able to attend regional conferences to learn more about the industry and observe demonstration.

(Action #12 Work-Based Learning and Industry Certifications & Action #13 Internships for Students) CTE pathways provide students opportunities to develop a skillset that is aligned with industry standards and the Workforce Development Board. Students who participate in the CTE program have a competitive edge in entry level positions in the workforce and are an area of need in the respective local community. CTE classes are open access so that all students have the opportunity to participate especially those of special populations. It is encouraged for students who are underrepresented in the industry to participate in the CTE program for example, female students in Construction or Welding. Currently, the CTE Multimedia pathway is articulated with Riverside City College and students who pass the class and final exam with a grade of "C" or better receive college credit from RCC. We are working on articulating the other CTE pathways (welding, construction, culinary / hospitality) with the local community colleges. With the development of industry partnerships, we look to provide work based learning opportunities for students through paid internships. Along with the industry partner, we also partner with Expanding Horizons / Constitutional Rights Foundation and California Family Life Center. These two organizations provide liability insurance and payroll to the student while the industry partner provides the work based learning environment, coaching, and mentoring. Nikkiso Cryoquip is an industry partner associated with the CTE Welding pathway located right next door to David Long RLC. Once COVID safety measures are lifted from the manufacturing company, we look to get our students back into paid internships. Farmer Boys is a newly established industry partner for our Culinary and Hospitality pathway. Farmer Boys have agreed to allow for our students to intern and provide work based learning. Anchos Southwest Grill is another industry partner for the pathway. Our Residential and Commercial Construction pathway has established industry partnerships with Lennar Construction on the Residential Construction side of the industry and Hal Hays Construction on the Commercial side of the industry.

During the 2020-2021 school year, our Multi-Tiered System of Supports (Action #15 & 16) noted 156 Tier 2 and Tier 3 interventions. 30.1% if interventions conducted resulted in successful outcomes. 2.6% of interventions were noted as unsuccessful. 67.4% of interventions were inconclusive due to students transitioning out of our alternative programs prior to the course of the intervention completing.

The RCOE Alternative education special education administrator, counselor, school psychologists, and teachers have attended UDL conferences and webinars focusing on varying components, such as: UDL: Designing for Access and Equity; Equity, Inclusion & Implicit Bias: The Case for UDL; and basic implementation of UDL. There has also been an increased focus on how mental health/social emotional learning, and trauma impacts students with disabilities. The RCOE Alternative Education Special Education Department has focused on automaticity to increase efficiency. Progress and compliance are monitored by daily automated lists on IEP status that indicate SWDs that are in danger of failing, SWD discipline incidents, daily enrollment of SWDs. Site administrators and teachers receive reports every 6 weeks indicating if any SWDs are failing. Those that are failing or in danger of failing have IEP meetings to review their progress, goals and discuss additional supports or strategies that are needed for success.

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

Afterschool tutoring services were provided by FEV Tutoring, STEMulate Learning. FEV Tutor takes a creative approach to delivering students the 1-on-1 support they need to grow academically. Students work with their tutor using a two-way synchronous whiteboard with various learning style options to support academic achievement. STEMulate provided math and science instructional coaches who focus on making learning culturally relevant, social emotional, and rigorous. Tutoring companies provided reports, identify which students they worked with throughout the year.

The special education department has purchased five GOALBOOK licenses to support educators in working with students in special education. This program focuses on helping teachers to design learning goals and instructional plans that respond to the different ways students learn and their individual needs. Research-based best practices are ingrained throughout the program and help teachers to identify learning barriers and apply effective strategies based on research to ensure all students can access the general education curriculum. Special education staff will work collaboratively with administrators, teachers, and paraprofessionals to assist them with in classroom supports and strategies. (Action #17, Monitoring instruction and learning for students with disabilities)

High School Equivalency Test (GED and HiSET) (Action #20) was provided to students within the Community and Court Schools. Six students took the test during the 2021-2022 school year.

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

#1 Continue as is; #2 Continue as is; #3 Continue as is ; #4 Continue as is; #5 Continue as is; #6 Continue as is; #7 Continue as is; #8 Continue as is

#9 College Course Credit: Educational partners expressed gratitude that dual enrollment courses are offered at our schools and noted that students have not had this opportunity in the past at their comprehensive sites. This was supported through goal one's focuses on students will graduate from high school academically and socially prepared for college, the workforce, and civic responsibility. There were multiple requests to expand the course offerings with a focus on industry or program certifications. This feedback and increased enrollment in the current course offerings has supported the expansion of dual enrollment course work to include partnership with Riverside Community College.

#10 Continue as is; #11 Continue as is; #12 Continue as is; #13 Continue as is; #14 Continue as is; #15 Continue as is; #16 Continue as is; #17 Continue as is; # 18 Continue as is; #19 Continue as is; #20 Continue as is

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goal

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

An explanation of why the LEA has developed this goal.

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

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

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

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

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Safe and Clean Facilities (Priority 1)-Facilities Inspection Tool	All facilities were rated as in good condition in 2020-2021 on the RCOE Facilities Inspection Tool	All facilities were rated as in good condition in 2021-2022 on the RCOE Facilities Inspection Tool	To be completed in 2022-2023 for 2023-2024 LCAP.	To be completed in 2023-2024 for 2024-2025 LCAP.	Maintain all facilities rated as in good condition using the Facilities Inspection Tool
Parental Involvement: (Priority 3)-CDE Parent Engagement Self-Reflection Tool	The average rating on the CDE Parent Engagement Self-Reflection Tool for Seeking Input for Building Relationships, Building Partnerships for Student Outcomes, and Decision Making was at full implementation in 2020-2021	The average rating on the CDE Parent Engagement Self-Reflection Tool for Seeking Input for Building Relationships, Building Partnerships for Student Outcomes, and Decision Making was at full implementation in 2021-2022	To be completed in 2022-2023 for 2023-2024 LCAP.	To be completed in 2023-2024 for 2024-2025 LCAP.	Maintain average rating on the CDE Parent Engagement Self-Reflection Tool at full implementation

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student Attendance Rates (Priority 5)	Student attendance rates were 97.2% at the Court School and 82.5% at the Community School with a combined rate of 88.0% in 2019-2020	Student attendance rates were 94.2% at the Court School and 67.3 % at the Community School	To be completed in 2022-2023 for 2023-2024 LCAP.	To be completed in 2023-2024 for 2024-2025 LCAP.	Achieve a 90% overall student attendance rate
Student Chronic Absenteeism Rates (Priority 5)	Chronic absenteeism was 26.5% in 2019-2020	Dataquest did not release Chronic Absenteeism rates for 2020-2021. Local dashboard indicators indicate Court School Chronic Absenteeism 0.0% and Community School Chronic Absenteeism 25.0%	To be completed in 2022-2023 for 2023-2024 LCAP.	To be completed in 2023-2024 for 2024-2025 LCAP.	Reduce chronic absenteeism to 20%
Student Suspension Rates (Priority 6)	Community School suspension rates were 0.5% in 2019-2020 Court School suspension rates were zero in 2019-2020	Community School suspension rates were 0% in 2020-2021 Court School suspension rates were zero in 2020-2021	To be completed in 2022-2023 for 2023-2024 LCAP.	To be completed in 2023-2024 for 2024-2025 LCAP.	Student suspension rates will be at zero
Student Expulsion Rates (Priority 6)	Community School and Court School student expulsion rates were zero	Community School and Court School student expulsion rates were zero	To be completed in 2022-2023 for 2023-2024 LCAP.	To be completed in 2023-2024 for 2024-2025 LCAP.	Student expulsion rates will be at zero

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Safety (Priority 6)-California Healthy Kids Survey	The percent of students responding that they feel very safe or safe on the California Healthy Kids Survey (CHKS) was 82% in 2020-2021	The percent of students responding that they feel very safe or safe on the California Healthy Kids Survey (CHKS) was 69% in 2021-2022	To be completed in 2022-2023 for 2023-2024 LCAP.	To be completed in 2023-2024 for 2024-2025 LCAP.	The percent of students responding that they feel very safe or safe on the California Healthy Kids Survey (CHKS) will be at 91%
School Connectedness (Priority 6)-California Healthy Kids Survey	The percent of students responding as agree/strongly agree on the California Healthy Kids Survey (CHKS) on School Connectedness was 73% in 2020-2021	The percent of students responding as agree/strongly agree on the California Healthy Kids Survey (CHKS) on School Connectedness was 56% (In-School Only), 73% (Remote Only) in 2021-2022	To be completed in 2022-2023 for 2023-2024 LCAP.	To be completed in 2023-2024 for 2024-2025 LCAP.	The percent of students responding as agree/strongly agree on the California Healthy Kids Survey (CHKS) on School Connectedness will be 82%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Attendance Supports	Implement integrated systems of support to connect students to school and improve student attendance such as a comprehensive point-system with incentives, bus passes for transportation to school, attendance plans and home visits by the school social worker, consistent attendance letters, MTSS data monitoring, SART meetings and quarterly SARB meetings and community connections.	\$26,000	N

Action #	Title	Description	Total Funds	Contributing
2	Positive Behavior Intervention and Supports	Implement integrated systems of support and other means of correction to improve student behavior in school such as Positive Behavior Interventions and Supports (PBIS), Restorative Practices, Boys Town, MTSS data monitoring and intervention planning, incentives, and other means of correction (counseling, mentoring, mental health services, behavior plans) to improve student behavior and to reduce suspensions.	\$5,400	N
3	Student Sports, Activities, and After School Programs	Implement intramural sports teams, school activities (e.g., eSports), and after school programs to enhance student connectedness to school.	\$58,900	N
4	Social-Emotional Support	Provide social-emotional and attendance support and interventions for middle school students and their families from the school social worker.	\$88,228	Y
5	Foster Youth Support	Foster youth receive support with immediate enrollment in school, transcript evaluation for AB 216 eligibility to graduate under the California state minimum requirements, home visits for attendance and SEL care, assistance with college transition activities, and classroom approaches to create places of stability included creating welcoming classroom environments, PBIS, and SEL supports.	\$88,288	Y
6	Behavioral/Mental Health Services	Implement and monitor mental health/social wellness screener to promote positive mental health and address supports in a multi-tiered system Enhance student social-emotional health/wellbeing through a multi-tiered system of support (MTSS) and approach to interventions to provide mental health services to students and their families that focus on promoting positive mental health/social and emotional development; addressing mental health problems as they present barriers to learning; providing linkages to community agencies and resources; and mental health resources delivered within or linked to school settings. Sustain systems of support for youth mental health such as ACE and SB 439 Protocol.	\$153,500	Y

Action #	Title	Description	Total Funds	Contributing
7	CARESpaces	CARESpace centers on the Community School sites that have space to support student and family social-emotional well-being coordinated by the Administrator of Student Behavioral Health and Support.	\$3,000	Y
8	Mentoring for Students	Build student skills in self-management, self-awareness, social awareness, responsible decision making, and relationship building through mentoring.	\$ 70,000	Y
9	Student Transitions	Coordinate student transitions between schools through the RCOE Alternative Education and Probation Transition Plan. Coordinate SB 439 Protocol for youth who meet the criteria according to the law. Assist with after-care for students while in facility on development of education component of pre- release plan and coordinated education support for graduate students. Communicate regularly with school districts on AB490 letters for students returning back into their district of residence after successful completion of group home placements.	\$ 213, 252	Y
10	School Safety Personnel	Provide campus security supervisors at each Community School site. Supporting safety and social emotional learning	\$ 711,585	N
11	School Safety Equipment	Maintain PPE supplies and school safety equipment/infrastructure (e.g., alarms, security cameras, two-way radios).	\$260	N
12	School Safety Services	Implement school safety approaches that include the Raptor ID scan, student ID cards, canine detection, Gaggle, and Crisis Go.	\$188, 500	N
13	Clean Schools	Implement custodial services, work orders, and contracted services for cleaning at partner sites.	\$ 671,421	N
14	Parent Communication	Implement parent communication through automated systems, the student information system (Parent Portal through Aeries), and other means.	\$4,505	N
15	Parent Workshops	Provide workshops for parent/families for educational enrichment and support.	\$67,000	N

Action #	Title	Description	Total Funds	Contributing
16	Parent Decision Making	Involve parents in decision-making and advisory functions for the purpose of program review and improvement in support of academic accountability.	\$2,500	N
17	Student Health	Provide health services to students through tele-health provider, decreasing time away from school	\$ 6,000	Y

Goal Analysis 2021-2022

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

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

Most actions were done with fidelity. There was a substantial increase in the amount of funding spent on school safety personnel. With the increase of ESSER dollars, part-time security staff were added to all campuses. These staff members were used to increase student engagement and focus on positive home connections with support to attendance mediation.

Student Sports, Activities, and After School Programs (Action #3) experienced some difficulty with afterschool programming and sports due to COVID restrictions, limiting in-person contact. The sports program was restarted in February of 2022. Fifty students participated in the basketball program. Esports were held at one site, due to enrollment issues and only began to expand to other sites in the Spring. Fifteen students participated in Esports tournaments, with five student actively participating in the afterschool team.

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

Expenditures for Behavioral/Mental Health Services (Action#6) increased significantly. With schools opening after closure for over a year and a half, mental health was identified as a key area of focus and concern in Alternative Education as well as by our Superintendent, becoming one of his top initiatives. A decision was made to open CAREspaces on six of the campus to provide wrap around mental health support for students and their families. These spaces had to be developed, staffed, and startup materials purchased.

Wellness Centers (Action #7), now called CAREspaces were supported by the Superintendent's initiatives. The Superintendent allocated some of his budget to cover the cost of one of the mental health contracts associated with the CAREspaces.

School Safety Services (Action #12) increased over 297%. Additional security staff were hired for every campus and a school resource officer at the Betty Gibbel Regional Center. These support services were put in place using ESSER money with focus on not only safety but outreach.

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

Attendance supports (#1), social-emotional support (#4) and foster youth support (#5) were supported through the use of a social worker, who's focus was to improve middle school attendance and reduce chronic absenteeism through attendance incentives, home visits, support with home to school transportation issues, participation in the School Attendance Review Teams (SART) and School Attendance Review Boards (SARB). The school social worker provides support to middle school students and their families with programs to assist with school attendance including the completion of an Attendance Success Plan, weekly check-ins, and calls/texts/emails home when absent as well as referrals for mental health and other community services. Attention was made to motivate middle school students to attend school regularly, provide bus passes for transportation to school and provide intensive support to families. There was a focus on implementing integrated systems of support to connect students to school and improve student attendance such as consistent attendance letters, MTSS data monitoring, and community connections. Support was provided to foster and homeless youth with regular communication as well as monitor attendance. Support personnel would conduct regular check ins/provided support, and attend CFT (Child, Family, Team) meetings for foster youth. There was additional targeted educational support services and case management for foster and homeless youth which also included regular phone calls home and to social workers, group homes, probation officer and some home visits. 2020-2021 Attendance rates for Court School 94.2%, Community School Attendance Rate 67%.

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

We initiated the Panorama SEL screener as another measure to support our student behavioral health. Panorama uses the CASEL framework to provide researched based interventions. Panorama response rates rose dramatically from semester one to semester two. Within the Court Schools 6.7% of students responded semester one and 98.5% responded semester two. Within the Community School 61.6% responded in semester one and 78.9% in semester two. Students responded to questions related to the six core SEL areas: Emotional regulation, growth mindset, self-efficacy, self-management, social-awareness, and social-perspective taking.

Positive behavior and intervention and supports were an integral part of every campus as noted through the MTSS process.

Student transitions (Action #6) were monitored through implementation of the Alternative Education and Riverside County Probation Transition Plan. This plan communicates the dates of release and the educational needs of pupils who had contact with the juvenile justice system, to coordinate immediate school placement and enrollment, and to ensure that probation officers in the community have the information they need to support the return of pupils who are being transferred from juvenile court schools to public schools in their communities. The MOU between the RCOE Alternative Education program and Riverside County Probation includes data sharing systems, transition services, and joint communication that allow for the immediate transfer of educational records. The Joint Transition Planning Policy details the requirements for AB 1354, which updated AB 2276 and amended Education Code Section 48647

Mentorship (#8) provided services supports and services to 26 students. These students received individualized sessions with a mentor as well as were part of group presentations and lectures on topics related to goal-setting and overcoming barriers at home and at school. Technology helped extend the number of students that could partake in mentorship with 52 students partaking in one-on-one and/or small group counseling through Zoom. As part of the mentorship program and PBIS, mentoring was also a part of home visits with 30 students and families receiving contact

The Coordinator of Student Transitions closely monitored enrollment and exits within the court and community schools (Action #9, Student Transitions). During 2020-2021 there were 1054 exits with a post exit enrollment rate of 95% as verified through CALPADS. For the 2021-2022 school year out of the 639 overall enrollments, 573 verified CALPADS enrolled with 56 not currently enrolled.

All full-time School Safety Personnel (Action #10) positions were filled during the 2021-2022 school year. An additional five part-time support staff were also hired to assist with safety and security on school campus and help with outreach to students and families. During the 2021-2022 school year, School Safety personnel supported many of the programs and actions within the LCAP by building a culture of customer service and support. Evidence of this includes 840 completed home visits, 285 meals delivered to homes, 355 home visits to address attendance concerns, 75 home visits conducted to deliver instructional materials, 115 visits to distribute laptops/hotspots, and ten welfare visits.

All safety equipment was well maintained and running throughout the school year. Additional precautions were put in during the school year to address health and safety on campus. (Action #11). School Safety Services (Action #12) include the Raptor ID scan, student ID cards, canine detection, Crisis Go, and an addition of the use of Gaggle. This program is designed to identify safety issues in student writing, internet searches, and messaging. Gaggle uses artificial intelligence in combination with trained safety experts proactively assist districts in the prevention of bullying, self-harm, suicide, school violence, and other harmful situations..

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

Parent communication (#14), parent workshops (#15), and parent decision making (#16) were addressed through multiple formats and meetings. Online parent workshops were successfully implemented. Online workshops by College Success and the Parent Institute for Quality Education (PIQE) were well attended. Parents reported the ease of access in online meetings, which eliminated the need to travel to the school site and for some, virtual meetings were better for childcare and their work schedules. Two sessions of the Parent Institute for Quality Education (PIQE) program were offered to parents with students enrolled in the Community School program. A total of 13 parents participated in the first session which was offered in the evening, via Zoom, and included a total of nine one-hour. The second session included a total of 15 parents and included a total of eight one-hour sessions. Two sessions of the PIQE program were offered to parents with students enrolled in the Court School program. A total of 21 parents participated in the first session which was offered in the evening, via Zoom, and included a total of eight one-hour. The second session included a total of 15 parents and included a total of nine one-hour sessions. College Success workshops for parents and students were held virtually and in-person. Virtual sessions included attendance by parents and the sessions were joined by individual students and students in their classrooms with their teachers and peers. There were 7 evening on-line session for parents and guardians of students with disabilities (SWD) that focused on special education related topics. All parents were invited to LCAP.

During the first semester of 2021, Learning Continuity and Attendance Plan partner engagement meetings were held with staff, parents/guardians, and students at the school sites across the county (October 14 at ARLC/AMCYTEC, November 9 at BGGRLC, December 7th DLLRLC/Southwest). From January 2022 to February 2022, LCAP stakeholder meetings were held with staff, parents/guardians, and students at the school sites across the county (January 13th at DFKRLC/LF Smith, February 10, 2021 at Palm Springs, and March 10, 2022 at VVRLC). Parents and students from the schools representing the different programs (classroom, independent study, and parenting teens) participated in the regional meetings. Parents and students also responded to surveys. Engagement partner studied the data on student engagement and school climate (attendance, chronic absenteeism, suspensions, survey results) at site meetings and provided input for the development of actions for Goal 2.

During the 2021-2022 school year, the Community School-School Site Councils (SSCs) reviewed quantitative data and provided input on the LCAP at meetings on 8/31/22, 9/18/21, 10/26/21, 11/30/21, 1/1/22, 2/22/22, 3/22/22, and 5/10/22. The Court School-School Site Councils (SSCs) reviewed quantitative data and provided input on the LCAP at meetings on 9/21/21, 10/5/21, 11/6/21, 12/14/21, 1/18/22, 2/13/22, 4/5/22, and 5/17/22. The required members of the SSC are one principal, four teachers, one staff, 3 parents, and 3 students. The Community School English Learner Advisory Committee (ELAC) reviewed quantitative data and provided input on the LCAP at meetings on 8/31/22, 9/18/21, 10/26/21, 11/30/21, 1/11/22, 2/22/22, 3/22/22, and 5/10/22.

The Court School English Learner Advisory Committee reviewed quantitative data and provided input on the LCAP at meetings on 9/14/21, 9/21/21, 10/5/21, 11/6/21, 12/14/21, 1/18/22, 2/13/22, 4/5/22, and 5/17/22. The ELAC is made up of parents of English learner students. The

District English Learner Advisory Committee (DELAC) reviewed quantitative data and provided input on the LCAP at meetings on 7/19/21, 10/19/21, 2/9/22, 3/29/22, and 5/24/22. The DELAC is made up of parents from the school ELACs. The Parent Advisory Committee (PAC) met to provide input on the LCAP 7/19/21, 10/19/21, 2/9/22, 3/29/22, and 5/24/22. The PAC met for final review and consult on May 24, 2022. The Parent Advisory Committee is made up of parents from the SSCs, ELACs, and DELACs.

Attendance support was supported by the Alternative Education Social Worker. She made weekly direct contact with all middle and provided support services related to agency connections, mental health/social emotional needs, academic support, and family outreach.

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

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

6 Behavioral/Mental Health Services – has been adjusted to also include the use of a mental health/emotional wellness screener. Educational Partners expressed concerns over student mental health and the ability for students to cope with the effects of the pandemic. Panorama's assessment tools helps to measure and support students' soft skills like growth mindset, self-efficacy, social awareness, and self-management. These skills are necessary in addressing Goal #2.

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

#12 School Safety Services (Action #12) has been updated to include Gaggle. With the increase of harmful and/or inappropriate behaviors online, it was determined that there was a need to monitor how students are using school technology. This program is designed to identify safety issues in student writing, internet searches, and messaging. Gaggle uses artificial intelligence in combination with trained safety experts proactively assist districts in the prevention of bullying, self-harm, suicide, school violence, and other harmful situations.

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

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

Goal

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

An explanation of why the LEA has developed this goal.

This focused goal is based on the language acquisition needs of English learners. This focused goal was developed based on the local performance indicators on the California Dashboard, the state indicators on the California Dashboard, and stakeholder input. The needs assessment is based on the local indicators on the California Dashboard for basic services in appropriately assigned teachers (Priority 1). This goal is also based on student data from the state indicators on the California Dashboard/DASS for the share of English learners that become English proficient (Priority 4) and English learner reclassification rate (Priority 4).

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

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

Measuring and Reporting Results

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELPAC (Priority 4)	The percent of English learners scoring Moderately Developed/Well Developed on the ELPAC was 45.7% in 2018-2019. The Community School English Learner Progress indicator on the California Dashboard was at 58.3% making progress towards English language proficiency in 2018-2019, which met the high (55% to less than 65%) status.	The Community School percent of English learners scoring Moderately Developed/Well Developed on the ELPAC was 24.24% in 2020-2021 The Court School percent of English learners scoring Moderately Developed/Well Developed on the ELPAC was 26.93% in 2020-2021	To be completed in 2022-2023 for 2023-2024 LCAP.	To be completed in 2023-2024 for 2024-2025 LCAP.	The percent of English learners scoring Moderately Developed/Well Developed on the ELPAC will be 54.7%
English learner growth on the Test of English Language Learners (TELL) (Priority 8)	The percent of EL students scoring advanced/high on the TELL was 25.3% in 2020-2021	The percent of EL students scoring advanced/high on the TELL was 50.0% in 2021-2022. (Community) The percent of EL students scoring advanced/high on the TELL was 17.8% in 2021-2022. (Court)	To be completed in 2022-2023 for 2023-2024 LCAP.	To be completed in 2023-2024 for 2024-2025 LCAP.	The percent of EL students scoring advanced/high on the TELL will be 34.3

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English learner reclassification (Priority 4) based on the Alternative Education reclassification criteria.	English learner reclassification rate was 1% in 2020-2021	English learner reclassification rate was 1% in 2021-2022	To be completed in 2022-2023 for 2023-2024 LCAP.	To be completed in 2023-2024 for 2024-2025 LCAP.	English learner reclassification rate will be 9%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Instructional Materials for English Learners	Purchase newcomer materials for beginning EL students.	\$12,000	N
2	English Language Development	Provide instruction in English language acquisition in designated ELD classes. Provide integrated ELD and literacy skills in reading comprehension, academic writing, and speaking in all core content classes.	\$ 8,200	N
3	Formative English Language Assessments	Implement formative assessments such as the TELL to monitor EL student growth and progress.	\$ 34,150	N
4	Instruction for ELs and Universal Design for Learning	Implement Universal Design for Learning (UDL), differentiated instruction, cultural diversity and scaffolds (Thinking Maps, sentence starters, and response frames)	\$ 88,360	N
5	Staff Development and Support for ELD and Instruction	Implement staff development and in-class coaching from the Administrator of Instructional Innovation and Support, and contracted literacy coaching services	\$ 142,520	Y
6	EL Reclassification and Progress Monitoring	Continue implementation of a systematic assessment, reclassification, and two-year monitoring process for English learners. Analyze data on EL students to monitor progress and use the reclassification process to reclassify students.	\$1,500	N

Goal Analysis 2021-2022

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

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

N/A

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

Action #4 was expenditures were more than doubled. This was to support the instruction of English Learners in the classroom through contracted services with Novak Education. Staff was provided with instructional coaching in the classroom setting focusing on how to use Universal Design for Learning (UDL) as a way to address ELstudents' needs. The three principles of UDL—provide multiple means of representation, provide multiple means of action and expression, and provide multiple means of engagement—remind all educators to ensure that English language learners always have the option to build background knowledge, interact with information visually and auditorily, access rich scaffolds and supports to help highlight the patterns of language, and have numerous opportunities to express what they know in ways that are authentic and meaningful, all while experiencing the value of collaboration and feedback.

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

Certification to teach English learners (CLAD, BCLAD, or SDAIE/SB1292) was at 100% in 2021-2022. Staffing and curriculum was appropriate to meet the needs of English learners and address educational needs within the classroom setting (Action#1, Instructional Materials for English Learners & Action #2 English Language Development). It can be noted that there appears to be significant growth on the TELL compared to the baseline. There was a much smaller number of students who required TELL testing which may have been one of the reasons for such a large jump (Action #3, Formative English Language Assessments). Action #2, English Language Development can be evaluated with the results from the ELPAC. The Community School percent of English learners scoring Moderately Developed/Well Developed on the ELPAC was 24.24% in 2020-2021. The Court School percent of English learners scoring Moderately Developed/Well Developed on the ELPAC was 26.93% in 2020-2021. This decrease in scores, emphasizes a need to focus on the academic needs of students. During this school year it was noted that students who are EL were struggling with academics post-school closure. An ELA/ELD T.O.S.A. was added through the educator effectiveness grant in order to support students in the community school, however, this position was not able to be filled right away causing a limited amount of time to support students directly. 2021-2022 Mid-year grades for students enrolled in A-G courses indicated that English Learners had the lowest completion rate of 79% within community schools. Coaching for the upcoming year will be increased in the classroom with targeted focus on increasing literacy in an integrated approach across all cores subject area with a focus on critical thinking, solving complex problems, and effectively communicating.

Teachers implement the components of Universal Design for Learning (Action #4 Instruction for ELs and Universal Design for Learning) based on the strategies that were gleaned from the SILK, the PLCs, and in-person and virtual coaching. Teachers provided multiple ways for students to engage in learning by promoting individual interest and choice in resources and topics, options for collaboration and feedback, and supporting self-regulation and access to content/information (e.g., auditory or visual supports that clarify information). Teachers provided students with multiple means of representation by allowing students to choose options for perception, language and symbols, and comprehension. Teachers created options for action and expression by providing multiple ways for students to express what they learn (e.g., verbally, in writing, in drawing, through physical demonstration). Teachers emphasized culturally responsive teaching inclusive of cultural integration, community-building, promotion of identity, equity integration, and participatory methods.

Action #5, Staff Development and Support for ELD and Instruction, was provided through in-class coaching from the Coordinator of Instructional Innovation and Support and lesson development of “turnkey” ELA and Integrated Math lessons that addressed standards based learning while specifically targeting the needs of students with disabilities and English Learners. RCOE Alternative Education ensure that teachers possess certification to teach English learners (CLAD, BCLAD, or SDAIE/SB1292) and tailor instruction to meet student needs in all courses. Provide support for new teachers to clear their credentials through the Center for Teacher Innovation (CTI)

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

1. Assessment of English language proficiency (ELP), using an objective assessment instrument, including, but not limited to, the state test of English language development; and
2. Teacher evaluation, including, but not limited to, a review of the student’s curriculum mastery; and
3. Parent opinion and consultation; and
4. Comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age.

Reclassification Criteria:

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

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

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

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

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

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

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

RCOE Alternative Education provided English learners with challenging curriculum and instruction that maximize the attainment of high levels of proficiency in English, advance multilingual capabilities, and facilitate student achievement in the County Office of Education's regular course of study. Students who are classified as English learners shall not be denied participation in the standard instructional program of a school. The standard instructional program means, at a minimum, core curriculum courses, as defined in clause (i) of subparagraph of paragraph (6) of subdivision (b) of Section 33126, courses required to meet state and local graduation requirements, and courses required for middle school grade promotion. A middle school or high school pupil who is classified as an English learner shall not be denied any of the following:

- Enrollment in a full course load of courses that are part of the standard instructional program.
- Enrollment in courses that are not part of a school's standard instructional program that either meet the subject matter requirements for purposes of recognition for college admission pursuant to Section 66205.5 or are advanced courses, such as honors or advanced placement courses, on the sole basis of a pupil's classification as an English learner. Pursuant to federal law, the pupil's course of study is designed to remedy any academic deficits incurred during participation and that the pupil's course of study is reasonably calculated to enable that pupil to attain parity of participation in the standard instructional program within a reasonable length of time after he or she enters the school system.

To address student individual needs, as well as varying enrollments throughout the year, online language development is offered through Language Tree Online for Level 1 and Level 2 learners. Level 1 provides English language development program for beginner-level ELs and Newcomers in the secondary grades. It includes standards-based online assessments and lessons, built-in intervention resources, and a module on acculturation to support social-emotional development. This program aligns with ELD standards as well as informing students about school-related cultural norms. This addresses the socio-emotional needs of EL students. Level 2 is a rigorous program that prepares intermediate and long-term English learners (LTELs) for re-designation. There is a focus on cross-curricular instruction with additional

emphasis on writing helps multilingual learners improve academic performance and meet CCSS for ELA. Standards-aligned online assessments precisely identify the language issues that impede progress (particularly relevant for LTELs). Integrated subject matter content, from social studies, math, sciences, and language arts, are embedded in lessons to help students with academic language.

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

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

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

Goal

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

An explanation of why the LEA has developed this goal.

This maintenance of progress goal is based on the continuation of services under the Riverside County Expelled Student Plan Triennial Update and the Foster Youth Services Coordinating Program Grant. The needs assessment was based on the local indicators on the California Dashboard along with current data and stakeholder input. The local performance indicators for Priorities 9 and 10 were used for the needs assessment. The three local performance indicators for the coordination of services for expelled students were reviewed and discussed at meetings and through electronic communication. The local performance indicators for Priority 9 measured the implementation of the Triennial Plan for Serving Expelled Students, a well-articulated referral process to county office of education or other program options, and a memorandum of understanding detailing the coordination of partial credit policies between district of residence and county office of education. The local performance indicator for priority 10 was implemented for the needs assessment. The eight items on the local performance indicator assess the degree of implementation of a coordinated service program for foster youth in the county and were discussed and rated at RCOE Foster Youth Service Advisory Board meetings.

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

The following actions were created to meet the metrics under LCFF Priority 10 and in response to stakeholder feedback from meetings with school districts and partner agencies: Action 3 (increase local indicators for Priority 10 at full implementation through the coordination of foster youth services in Riverside County), Action 4 (increase local indicators for Priority 10 at full implementation through support of foster youth with high school graduation and college and career readiness), and Action 5 (increase attendance through support of transportation needs and access to school). This goal will improve the metrics as outlined in the measuring and reporting results section of the LCAP for Goal 4.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Performance Indicator for Coordination of Services for Expelled Students (Priority 9)	The average rating on the Local Performance Indicator for the Coordination of Services for Expelled Students was 4.	The average rating on the Local Performance Indicator for the Coordination of Services for Expelled Students was 3.83.	To be completed in 2022-2023 for 2023-2024 LCAP.	To be completed in 2023-2024 for 2024-2025 LCAP.	The average rating on the Local Performance Indicator for the Coordination of Services for Expelled Students will be maintained at 4.
Local Performance Indicator Self-Reflection Tool for Coordination of Services for Foster Youth (Priority 10)	The average rating on the Local Performance Indicator for the Coordination of Services for Foster Youth was 4.	The average rating on the Local Performance Indicator for the Coordination of Services for Foster Youth was 3.75	To be completed in 2022-2023 for 2023-2024 LCAP.	To be completed in 2023-2024 for 2024-2025 LCAP.	The average rating on the Local Performance Indicator for the Coordination of Services for Foster Youth will be maintained at 4.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Foster Youth Attendance Records	Data Quest 90% in Community School, 29% in Court School 2020-2021	Added for 2022-2023	To be completed in 2022-2023 for 2023-2024 LCAP.	To be completed in 2023-2024 for 2024-2025 LCAP.	Chronic Absenteeism for foster youth < 20%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Community School Instructional Program	Provide classroom-based instruction and independent study program through the Community School for expelled elementary school students, middle school, and high school students, including parenting teens and Safe House, from school districts in Riverside County. Successfully transition students from the Community School back to their district of residence.	\$3,702,002	Y
2	Court School Instructional Program	Provide classroom-based instruction in the Court School for middle school and high school students in the Riverside County Probation juvenile halls in partnership with Riverside County Probation. Successfully transition students from the Court School back to their district of residence.	\$1,542,207	Y
3	Coordinate Foster Youth Services in Riverside County	Work with school districts, Probation, and DPSS in Riverside County to support foster youth with high school graduation, college and career readiness, school stability, and transitions/placements.	\$ 119,616	N

Action #	Title	Description	Total Funds	Contributing
4	Foster Youth High School Graduation and College and Career Readiness	Work with school district staff to increase foster youth graduation rates and college and career readiness through the work of three counselors. Build district capacity on compliance with AB 490 and AB 216 evaluations. Train district staff on grade and credit protection/partial credit issuance. Train and support districts with college and career transition services such as the CHAFEE Grant, FAFSA, college applications, warm hand off to college, and educational case management. Work directly with counselors of high school seniors to build their capacity to ensure appropriate scheduling, access and enrollment in appropriate courses including UC a-g, Honors and AP courses, access to extracurricular activities, and accurate transcript evaluations.	\$690,020	N
5	Transportation	Work with school districts to support transportation for foster youth to and from school	\$25,000	N

Goal Analysis 2021-2022

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

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

Action #5 Educational Case Management was removed. The foster youth counselor positions used to monitor foster youth have now moved under another department will be monitored through other measures.

Action #6 Foster Youth Transitions and School Stability – was removed – this position has now gone into another department and will be monitored through other measures.

Action#7 Professional Development– was removed –Providing trainings to build district capacity to support the social-emotional and behavioral needs of foster youth in Trauma Informed Care and building a district Foster Youth Mentoring Team has now fallen under a different team.

Action #8 – Differentiated Assistance - Provide differentiated assistance to the school districts in Riverside County for foster youth based on the indicators on the California Dashboard was also removed as it is now falling under a different unit.

Action #9 – Foster Youth Data Tracking is now monitored under a specific data specialist located within the Foster Youth Department under another program. While this person will provide reports and data necessary for Alternative Education to monitor students who are FY we do not oversee the system nor do we allocate funds to this activity.

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

Foster Youth Transitions and School Stability (Action#6)- No expenditures were necessary out of the Alternative Education Budget. While this position still supports Alternative Education, it has been moved into a different RCOE Unit.

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

Within community schools, Foster Youth (FY) make up 2.4% of the population in community schools and 6.5% in court schools. For both settings this is approximately 6 students. All students are provided full access to curriculum and materials to help them advance academically and socially within their educational setting. FY are targeted to receive additional reminders and information related to additional supports, such as tutoring, college/career counseling (Action#4, Foster Youth High School Graduation and College and Career Readiness), and mental health services. The school social worker made weekly direct contact with all Foster Youth and provided support services related to agency connections, mental health/social emotional needs, academic support, and family outreach (Action #5, Educational Case Management).

The Coordinator of Student Transitions closely monitored enrollment and exits within the court and community schools (Action #1, Community School Instructional Program & Action #2, Court School Instructional Program). In 2020-2021 there were 1054 exits with a post exit enrollment rate of 95% as verified through CALPADS. There was a total of 22 FY students who were enrolled in the program during the 2020-2021 school year. 21 of the FY students have verified CALPADS enrollment in other schools once leaving the RCOE Alternative Education Program with one student being placed out of state (not able to confirm in CALPADS). For the 2021-2022 school year out of the 639 overall enrollments, 573 are verified CALPADS enrolled with 56 not currently enrolled.

Coordinate Foster Youth services for Riverside County. Foster Youth Staff (FYS) work with school districts, Probation, and DPSS in Riverside County to support foster youth with high school graduation, college (Action#3, Coordinate Foster Youth Services in Riverside County) and career readiness, school stability, and transitions/placements. They track foster youth data through the CWS/CMS and a new data tracking system developed internally to facilitate an ease of accessibility (Action#9, Foster Youth Data). As part of action #5, FYS facilitate quarterly interagency meetings with school districts and agencies in Riverside County. They work with the school districts, DPSS, and Riverside County Probation to implement the foster youth transportation MOU for the Every Student Succeeds Act (ESSA). Provide workshops and conferences to school district staff on foster youth laws. Train districts on implementing strategic tutoring, mentoring, counseling, and computer camps (Action #5, Educational Case Management, Action #8, Professional Development, Action #9, Professional Development). There is targeted support for districts with LCAP priorities for foster youth.

Social worker made weekly direct contact with all Foster Youth and provided support services related to agency connections, mental health/social-emotional needs, academic support, and family outreach.

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

#1 Continue as is; #2 Continue as is; #3 Continue as is ; #4 Continue as is; #5 Continue as is; #6 Continue as is; #7 , #8 , #9 are being removed as written. These duties have been absorbed under another unit of RCOE. There will be a new #7 to address transportation. Students who are in the Foster Care experience difficulties with transportation when districts are attempting to establish who is responsible. In order to decrease the number of days missed while busing is being established, Alternative Education will provide services through an educational rideshare company on a short-term basis. This will also be used to address days when Foster Youth are experiencing transportation barriers during the school year. A new metric has been added to measure attendance rate of students who are Foster Youth

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2022-2023

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$1,093,270	\$163,990

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
12.37%	0%	0	12.37%

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

Required Descriptions

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

The quantitative data (academic, attendance, and behavior) and qualitative information (student/parent/staff input, survey responses, observations) from low income, English learners, and foster youth are always examined first to determine student needs for resource allocations and services. Resources are coordinated to enhance academic achievement, attendance, and behavior of English learners, foster youth, and low-income students. The plan focuses the attention of the entire school community on the analysis of data and implementation of evidence-based practices. By providing an integrated program with input from all stakeholders, students receive a combination of services to meet their unique needs. Supplemental and concentration grant funds enhance programs and services for students with the greatest needs to improve academic achievement, attendance, social-emotional learning and behavioral/mental health. RCOE Alternative Education's estimated supplemental and concentration grant funding is \$1,093,270 for 2022-2023 which is based on 95.9% of unduplicated pupils (low-income, English learners, and foster youth). All students in the Court School meet the state-defined criteria for low income. RCOE Alternative Education considered the needs, conditions, and circumstances of our English learners, foster youth, and low income students to plan actions.

An analysis of the ELA and math achievement on the Exact Path assessments indicated that the percent of low income students (16.8% in ELA, 27.78% in reading, 17.5% in math) and English learners (3.4% in ELA, 8.7% in reading, 7% in math) meeting/exceeding standards in ELA, reading and math was lower than then all students (18.9% in ELA, 28.8% in reading, 19.7% in math). Low income students and English

learners have unique needs for academic achievement and potential learning loss from distance/online learning. Low income students and English learners need formative assessments, extended learning, and specific and targeted instruction due to gaps in learning from school transitions/school closures. In order to address these needs/conditions under Goal 1, we will implement formative assessments (Action 14), classroom interventions from teachers and instructional assistant that include differentiated instruction such as individual and small group support (Action 15), extended learning time and interventions such as after school tutoring and summer school (Action 16), and credit recovery courses to address partial courses completions (Action 19). These actions are being provided on an LEA-wide basis to support all students with academic achievement in ELA and math. Nevertheless, due to the lower scores of low-income students and English learners in ELA and math and since these actions meet the needs directly related to addressing learning gaps/loss experienced by socio-economically disadvantaged status, we expect that the academic achievement in ELA, reading, and math for our low-income students and English learners will increase significantly more than the achievement rates of all other students.

An analysis of the college and career readiness measures from our Dual Enrollment data indicated that 2.9% of all students overall were college and career ready. Low income, English learners, and foster youth need support from the school counselor and courses such as AVID to prepare for college and careers. In order to address these needs under Goal 1, LEA-wide services that will be principally directed to and effective in meeting the needs of low income students, English learners, and foster youth will include academic counseling and programs to prepare for college and careers (Action 6), AVID tutors, and WICOR strategies (Action 7). College readiness transition activities, including career inventories, college assessments (PSAT, AP exams, ACT, SAT), college visits, college summer camps, and support from the counselor in completing college applications, financial aid, and the Free Application for Federal Student Aid (FAFSA) help low income, English learners, and foster youth with preparing for college while in high school. Advancement Via Individual Determination (AVID) supports under-represented students in preparing for college by supporting student transitions between middle school and high school and high school and post-secondary education. AVID tutors provide targeted assistance in the core subject areas and AVID strategies in WICOR (writing, inquiry, collaboration, organization, and reading) prepare students with college knowledge that enhance success in post-secondary education and careers. These actions are being provided on an LEA-wide basis to support all students with college and career readiness. Nevertheless, due to the socio-economic challenges of low income students, the language acquisition needs of English learners, and the school transition rates of foster youth, we expect that the college and career readiness indicator for our low-income students, English learners, and foster youth will increase significantly more than the achievement rates of all other students.

A review of the feedback/input from our students and their families at stakeholder meetings (school site LCAP stakeholder meetings, SSCs, ELACs, DELACs, PACs) indicated that all students, including low income students, English learners, and foster youth, have experienced stress related to the quarantine and home isolation, various degrees of anxiety due to the uncertainty of community health conditions, family members who may have contracted the coronavirus, and school transitions due to expulsions, placement in juvenile hall, or economic distress. In order to address these conditions and in response to the post-COVID-19 pandemic, we will address the social emotional needs of our students under Goal 2 with networks of support in social-emotional domains of learning in order to connect students to school in positive and safe learning environments. The networks of support will include support from the school social worker (Action 4), behavior/mental health counseling (Action 5), wellness centers for students and their families (Action 6) services for foster youth (Action 7), mentoring (Action 8), and support with school transitions (Action 9). These actions are being provided on an LEA-wide basis to support all students social-emotional health and well being. Nevertheless, due to the specific socio-economic challenges of low income students, English learners, and

foster youth, we expect that the school connectedness and safety measures for our low-income students, English learners, and foster youth will increase significantly more than the rates of all other students.

An analysis of the ELPAC and TELL scores revealed that English learner need continued support in understanding the English language in reading, writing, speaking and listening. In order to address these needs under Goal 3, English learners will receive differentiated instruction from teachers who are coached by the Administrator of Instructional Innovation and Support and ELA TOSA based on CAASPP, Exact Path, ELPAC and TELL scores that range from support from scaffolds during instruction, one-on-one instruction, and small group targeted intervention (Action 5).

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

An analysis of the ELA and math achievement on the Exact Path assessments indicated that the percent of Community School and Court School low income students (16.8% in ELA, 27.78% in reading, 17.5% in math) and English learners (3.4% in ELA, 8.7% in reading, 7% in math) meeting/exceeding standards in ELA, reading and math was lower than the all students (18.9% in ELA, 28.8% in reading, 19.7% in math). Low income students and English learners foster youth who have been expelled from their school districts or who are on Probation or in the Court School have experienced gaps in learning. In order to address these needs/conditions under Goal 4, we will implement differentiated instruction and classroom interventions by teachers and instructional assistants (Action 1 and 2).

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

Services for low-income, English learners, and foster youth are increased or improved by more than 12.37% as compared to services provided for all students.

Low income, English learners, and foster youth receive support from the school counselor (Goal 1, Action 6) for college readiness transition activities, including career inventories, college assessments (PSAT, AP exams, ACT, SAT), college visits, college summer camps, and support in completing college applications, financial aid, and the Free Application for Federal Student Aid (FAFSA).

Low income, English learners, and foster youth receive support from the school counselor (Goal 1, Action 6) to enroll in online Dual Enrollment classes in history, science, and CTE networking courses to earn college credit while enrolled in high school.

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

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

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

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

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

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

Low-income, English learners, and foster youth receive support through extended learning time during ELA and math intervention courses during the school day, after school support from teachers (tutoring 3:00-4:00 PM), online and in-person tutoring (lunch time, after school and on weekends), after school Learning instruction (Goal 1, Action 16) and online Edmentum credit recovery courseware and Language Tree curriculum (Goal 1, Action 19).

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

Foster youth receive support with immediate enrollment in school, transcript evaluation for AB 216 eligibility to graduate under the California state minimum requirements, home visits for attendance and SEL care, assistance with college transition activities, and classroom approaches to create places of stability included creating welcoming classroom environments, PBIS, and SEL supports (Action 5).

Low income, English learners, and foster youth receive behavioral/mental health counseling and wellness centers (Goal 2, Action 6 and 7).

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

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

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

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

Low income students, English learners, and foster youth who have been expelled from their school districts or who are on Probation or in the Court School receive multi-tiered systems of support that include extended learning time and intervention courses taught by their teachers (Goal 4, Action 1 and 2).

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

N/A

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

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

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

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

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

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

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

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

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

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

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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

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

Engaging Educational Partners

Purpose

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

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

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, school-site-level advisory groups, as applicable (e.g., school-site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions.

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

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

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

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

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

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

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.
- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA’s eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

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

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

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

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

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs

may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

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

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

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

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

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

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).
See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **Goal #:** Enter the LCAP Goal number for the action.

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

- **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
 - **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
 - **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
 - **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
 - **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).
- **10. Estimated Actual Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Estimated Actual LCFF Base Grant and the Estimated Actual LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column
 - Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year’s Planned Expenditures for Contributing Actions (LCFF Funds)
- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 4 from 7)
 - This amount is the Total Planned Contributing Expenditures (4) subtracted from the Total Estimated Actual Expenditures for Contributing Actions (7)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

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

- This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- 13. LCFF Carryover — Percentage (12 divided by 9)
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2021

Local Control and Accountability Plan (LCAP) Action Tables Template

Developed by the California Department of Education, January 2022

Year	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024																
Population	120	125	130	135	140	145	150	155	160	165	170	175	180	185	190	195	200	205	210	215	220	225	230	235	240	245	250	255	260	265	270	275	280	285	290	295	300														
GDP	100	105	110	115	120	125	130	135	140	145	150	155	160	165	170	175	180	185	190	195	200	205	210	215	220	225	230	235	240	245	250	255	260	265	270	275	280	285	290	295	300										
Unemployment	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50					
Inflation	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50		
Interest Rate	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50					
Government Spending	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60
Tax Revenue	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60					
Public Debt	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70
Trade Balance	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	
Current Account	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50		
Capital Account	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50			
Balance of Payments	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50				
Foreign Reserves	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50					

2021–22 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel	
Totals	\$ 7,233,535	\$ 1,876,597	\$ 3,902,973	\$ 5,077,111	\$ 18,090,216	\$ 12,886,968	\$ 5,203,248	
Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Broad Course of Study	All	\$ -	\$ -	\$ -	\$ 133,262	\$ 133,262
1	2	Instructional Materials, Resources, and Text	All	\$ -	\$ -	\$ 135,334	\$ -	\$ 135,334
1	3	Technology and Digital Literacy	All	\$ 488,220	\$ -	\$ -	\$ -	\$ 488,220
1	4	Professional Development	All	\$ -	\$ -	\$ -	\$ 195,871	\$ 195,871
1	5	UDL and Culturally Responsive Instruction	All	\$ -	\$ -	\$ -	\$ 22,000	\$ 22,000
1	6	College and Career Readiness Counseling	All	\$ 95,569	\$ -	\$ -	\$ 97,702	\$ 193,271
1	7	AVID	All	\$ 4,889	\$ 600	\$ -	\$ 39,174	\$ 44,663
1	8	Career Technical Education Pathways	All	\$ 750	\$ 414,945	\$ -	\$ 336,125	\$ 751,820
1	9	College Course Credit	All	\$ -	\$ 30,000	\$ -	\$ 191,000	\$ 221,000
1	10	California Cadet Corps	All	\$ -	\$ -	\$ -	\$ 55,000	\$ 55,000
1	11	Student Led Enterprise	All	\$ -	\$ -	\$ -	\$ 62,350	\$ 62,350
1	12	Work-Based Learning and Industry Certification	All	\$ -	\$ -	\$ -	\$ 111,215	\$ 111,215
1	13	Internships for Students	All	\$ -	\$ -	\$ -	\$ 56,000	\$ 56,000
1	14	Formative Assessments and MTSS Data Team	All	\$ 56,499	\$ -	\$ -	\$ 149,857	\$ 206,356
1	15	Multi-Tiered Systems of Supports (MTSS) – All	All	\$ 403,262	\$ -	\$ -	\$ 1,225,961	\$ 1,629,223
1	16	Multi-Tiered Systems of Supports (MTSS) – All	All	\$ 57,594	\$ 39,599	\$ -	\$ 639,943	\$ 737,136
1	17	Monitoring instruction and learning for students with SWDs	All	\$ -	\$ -	\$ 424,063	\$ -	\$ 424,063
1	18	Online Courses	All	\$ -	\$ -	\$ -	\$ 45,300	\$ 45,300
1	19	Credit Recovery	All	\$ 19,469	\$ 31,249	\$ -	\$ -	\$ 50,718
1	20	High School Equivalency Test (GED and HiSET)	All	\$ 53,918	\$ -	\$ -	\$ -	\$ 53,918
2	1	Attendance Supports	All	\$ 24,500	\$ -	\$ -	\$ 11,500	\$ 36,000
2	2	Positive Behavior Intervention and Supports	All	\$ -	\$ -	\$ -	\$ 5,500	\$ 5,500
2	3	Student Sports, Activities, and After School	All	\$ 65,580	\$ -	\$ -	\$ 68,500	\$ 134,080
2	4	Social-Emotional Support	All	\$ 40,671	\$ -	\$ -	\$ 40,671	\$ 81,342
2	5	Foster Youth Support	Foster Youth	\$ 40,671	\$ -	\$ -	\$ 40,671	\$ 81,342
2	6	Behavioral/Mental Health Services	All	\$ -	\$ -	\$ -	\$ -	\$ -

2021–22 Contributing Actions Table

Goal #	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 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 3, plus 5)	Totals by Type	Total LCFF Funds
	\$ -	\$ -	0.00%	0.00%	0.00%	\$ 5,047,039	0.00%	0.00%	Total: \$ 5,047,039 LEA-wide Total: \$ 965,760 Limited Total: \$ 4,081,279 Schoolwide Total: \$ -	\$ 5,047,039

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	1	Broad Course of Study	No	LEA-wide		All Schools	\$ -	0.00%
1	2	Instructional Materials, Resources, and Text	No	LEA-wide		All Schools	\$ -	0.00%
1	3	Technology and Digital Literacy	No	LEA-wide		All Schools	\$ -	0.00%
1	4	Professional Development	No	LEA-wide		All Schools	\$ -	0.00%
1	5	UDL and Culturally Responsive Instruction	No	LEA-wide		All Schools	\$ -	0.00%
1	6	College and Career Readiness Counseling	No	LEA-wide		All Schools	\$ -	0.00%
1	7	AVID	Yes	LEA-wide	Low Income, EL, FY	All Schools	\$ 4,889	0.00%
1	8	Career Technical Education Pathways	Yes	LEA-wide	N/A	All Schools	\$ 750	0.00%
1	9	College Course Credit	No	LEA-wide		All Schools	\$ -	0.00%
1	10	California Cadet Corps	No	LEA-wide		All Schools	\$ -	0.00%
1	11	Student Led Enterprise	No	LEA-wide		All Schools	\$ -	0.00%
1	12	Work-Based Learning and Industry Certific	No	LEA-wide		All Schools	\$ -	0.00%
1	13	Internships for Students	No	LEA-wide		All Schools	\$ -	0.00%
1	14	Formative Assessments and MTSS Data Te	Yes	LEA-wide	Low Income, EL, FY	All Schools	\$ 56,499	0.00%
1	15	Multi-Tiered Systems of Supports (MTSS) –	Yes	LEA-wide	Low Income, EL, FY	All Schools	\$ 403,262	0.00%
1	16	Multi-Tiered Systems of Supports (MTSS) –	Yes	LEA-wide	Low Income, EL, FY	All Schools	\$ 57,594	0.00%
1	17	Monitoring instruction and learning for stude	No	LEA-wide		All Schools	\$ -	0.00%
1	18	Online Courses	No	LEA-wide		All Schools	\$ -	0.00%
1	19	Credit Recovery	Yes	LEA-wide	Low Income, EL, FY	All Schools	\$ 19,469	0.00%
1	20	High School Equivalency Test (GED and HI	No	LEA-wide		All Schools	\$ -	0.00%
2	1	Attendance Supports	No	LEA-wide		All Schools	\$ -	0.00%
2	2	Positive Behavior Intervention and Supports	No	LEA-wide		All Schools	\$ -	0.00%
2	3	Student Sports, Activities, and After School	No	LEA-wide		All Schools	\$ -	0.00%
2	4	Social-Emotional Support	Yes	LEA-wide	N/A	All Schools	\$ 40,671	0.00%
2	5	Foster Youth Support	Yes	LEA-wide	Foster Youth	All Schools	\$ 40,671	0.00%
2	6	Behavioral/Mental Health Services	Yes	LEA-wide	Low Income, EL, FY	All Schools	\$ -	0.00%
2	7	Wellness Centers	Yes	Limited	Low Income, EL, FY	All Schools	\$ 87,699	0.00%
2	8	Mentoring for Students	Yes	LEA-wide	Low Income, EL, FY	All Schools	\$ 20,000	0.00%
2	9	Student Transitions	Yes	LEA-wide	Low Income, EL, FY	All Schools	\$ 199,572	0.00%
2	10	School Safety Personnel	No	LEA-wide		All Schools	\$ -	0.00%
2	11	School Safety Equipment	No	LEA-wide		All Schools	\$ -	0.00%
2	12	School Safety Services	No	LEA-wide		All Schools	\$ -	0.00%
2	13	Clean Schools	No	LEA-wide		All Schools	\$ -	0.00%
2	14	Parent Communication	No	LEA-wide		All Schools	\$ -	0.00%
2	15	Parent Workshops	No	LEA-wide		All Schools	\$ -	0.00%
2	16	Parent Decision Making	No	LEA-wide		All Schools	\$ -	0.00%
3	1	Instructional Materials for English Learners	No	LEA-wide		All Schools	\$ -	0.00%
3	2	English Language Development	No	LEA-wide		All Schools	\$ -	0.00%
3	3	Formative English Language Assessments	No	LEA-wide		All Schools	\$ -	0.00%
3	4	Instruction for ELs and Universal Design for	No	LEA-wide		All Schools	\$ -	0.00%
3	5	Staff Development and Support for ELD an	Yes	LEA-wide	English Learner	All Schools	\$ 122,383	0.00%
3	6	EL Reclassification and Progress Monitori	No	LEA-wide		All Schools	\$ -	0.00%
4	1	Community School Instructional Program	Yes	Limited	Low Income, EL, FY	Community Schools	\$ 2,198,830	0.00%

2021-22 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)	
\$ 10,000	\$ 5,047,039	\$ 10,500	\$ 5,036,539	0.00%	0.00%	0.00% - No Difference	
Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Broad Course of Study	No	\$ -	\$ 9,000.00	0.00%	0.00%
1	2	Instructional Materials, Resources, and Textbooks	No	\$ -	\$ -	0.00%	0.00%
1	3	Technology and Digital Literacy	No	\$ -	\$ 1,000.00	0.00%	0.00%
1	4	Professional Development	No	\$ -	\$ 500.00	0.00%	0.00%
1	5	UDL and Culturally Responsive Instruction	No	\$ -	\$ -	0.00%	0.00%
1	6	College and Career Readiness Counseling and Transitions	No	\$ -	\$ -	0.00%	0.00%
1	7	AVID	Yes	\$ 4,889	\$ -	0.00%	0.00%
1	8	Career Technical Education Pathways	Yes	\$ 750	\$ -	0.00%	0.00%
1	9	College Course Credit	No	\$ -	\$ -	0.00%	0.00%
1	10	California Cadet Corps	No	\$ -	\$ -	0.00%	0.00%
1	11	Student Led Enterprise	No	\$ -	\$ -	0.00%	0.00%
1	12	Work-Based Learning and Industry Certifications	No	\$ -	\$ -	0.00%	0.00%
1	13	Internships for Students	No	\$ -	\$ -	0.00%	0.00%
1	14	Formative Assessments and MTSS Data Teams	Yes	\$ 56,499	\$ -	0.00%	0.00%
1	15	Multi-Tiered Systems of Supports (MTSS) – Classroom	Yes	\$ 403,262	\$ -	0.00%	0.00%
1	16	Multi-Tiered Systems of Supports (MTSS) – After School	Yes	\$ 57,594	\$ -	0.00%	0.00%
1	17	Monitoring instruction and learning for students with chronic absences	No	\$ -	\$ -	0.00%	0.00%
1	18	Online Courses	No	\$ -	\$ -	0.00%	0.00%
1	19	Credit Recovery	Yes	\$ 19,469	\$ -	0.00%	0.00%
1	20	High School Equivalency Test (GED and HISET)	No	\$ -	\$ -	0.00%	0.00%
2	1	Attendance Supports	No	\$ -	\$ -	0.00%	0.00%
2	2	Positive Behavior Intervention and Supports	No	\$ -	\$ -	0.00%	0.00%
2	3	Student Sports, Activities, and After School Programs	No	\$ -	\$ -	0.00%	0.00%
2	4	Social-Emotional Support	Yes	\$ 40,671	\$ -	0.00%	0.00%
2	5	Foster Youth Support	Yes	\$ 40,671	\$ -	0.00%	0.00%
2	6	Behavioral/Mental Health Services	Yes	\$ 87,699	\$ -	0.00%	0.00%
2	7	Wellness Centers	Yes	\$ 20,000	\$ -	0.00%	0.00%
2	8	Mentoring for Students	Yes	\$ 199,572	\$ -	0.00%	0.00%
2	9	Student Transitions	Yes	\$ -	\$ -	0.00%	0.00%
2	10	School Safety Personnel	No	\$ -	\$ -	0.00%	0.00%
2	11	School Safety Equipment	No	\$ -	\$ -	0.00%	0.00%
2	12	School Safety Services	No	\$ -	\$ -	0.00%	0.00%
2	13	Clean Schools	No	\$ -	\$ -	0.00%	0.00%
2	14	Parent Communication	No	\$ -	\$ -	0.00%	0.00%
2	15	Parent Workshops	No	\$ -	\$ -	0.00%	0.00%
2	16	Parent Decision Making	No	\$ -	\$ -	0.00%	0.00%
3	1	Instructional Materials for English Learners	No	\$ -	\$ -	0.00%	0.00%
3	2	English Language Development	No	\$ -	\$ -	0.00%	0.00%
3	3	Formative English Language Assessments	No	\$ -	\$ -	0.00%	0.00%
3	4	Instruction for ELs and Universal Design for Learning	No	\$ -	\$ -	0.00%	0.00%
3	5	Staff Development and Support for ELD and Instruction	Yes	\$ 122,383	\$ -	0.00%	0.00%
3	6	EL Reclassification and Progress Monitoring	No	\$ -	\$ -	0.00%	0.00%
4	1	Community School Instructional Program	Yes	\$ 2,198,830	\$ -	0.00%	0.00%
4	2	Court School Instructional Program	Yes	\$ 1,794,750	\$ -	0.00%	0.00%
4	3	Coordinate Foster Youth Services in Riverside County	No	\$ -	\$ -	0.00%	0.00%
4	4	Foster Youth High School Graduation and College and Career Readiness	No	\$ -	\$ -	0.00%	0.00%
4	5	Educational Case Management	No	\$ -	\$ -	0.00%	0.00%
4	6	Foster Youth Transitions and School Stability	No	\$ -	\$ -	0.00%	0.00%
4	7	Professional Development	No	\$ -	\$ -	0.00%	0.00%
4	8	Differentiated Assistance	No	\$ -	\$ -	0.00%	0.00%
4	9	Foster Youth Data	No	\$ -	\$ -	0.00%	0.00%

2021–22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — 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 8, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ 100,000	\$ 10,000	0.00%	10.00%	\$ 10,500	0.00%	10.50%	\$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan (LCAP) Action Tables Template

Developed by the California Department of Education, January 2022

2022-2023 Data Entry Table: Inclusion as part of the LCAP Template is optional

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (Z divided by 1)	LCFF Carryover – Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2022-2023	\$ 3,724,758	\$ 1,083,270	29.35%	0.00%	29.35%

Goal #	Action #	Action Title	Student Group(s)	Contributing or Increased or Improved Services?	Scope	Unanticipated Student Group(s)	Location	Time Span	Total Personnel	Total Non-Personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Services	Yes	No
1	1	Broad Course of Study	All	No	LEA-wide	English Learners	All Schools	Ongoing	\$ 116,721	\$ 3,000	\$ -	\$ 3,000	\$ -	\$ 116,721	\$ 119,721	0.00%	All	English Learners
1	2	Instructional Materials, Resources, and Textbooks	All	No	Schoolwide	N/A	All Schools	Ongoing	\$ -	\$ 241,312	\$ 40,706	\$ 200,606	\$ -	\$ -	\$ 241,312	0.00%	Schoolwide	Foster Youth
1	3	Professional and Digital Literacy	All	No	LEA-wide	Foster Youth	All Schools	Ongoing	\$ -	\$ 344,570	\$ 332,570	\$ -	\$ -	\$ 12,000	\$ 344,570	0.00%	Limited	English Learners
1	4	Technology Development	All	Yes	LEA-wide	All	All Schools	Ongoing	\$ 268,514	\$ 27,529	\$ 10,500	\$ -	\$ -	\$ 285,543	\$ 286,043	0.00%	Low-Income	English Learners and Foster Youth
1	5	UDL and Culturally Responsive Instruction	All	No	LEA-wide	All	All Schools	Ongoing	\$ -	\$ 96,535	\$ -	\$ 56,900	\$ -	\$ 39,635	\$ 96,535	0.00%	English Learners and Low-Income	Foster Youth and Low-Income
1	6	College and Career Readiness Counseling and Transitions	All	No	Schoolwide	All	All Schools	Ongoing	\$ -	\$ 33,000	\$ 6,500	\$ -	\$ -	\$ 26,500	\$ 33,000	0.00%	N/A	
1	7	AVID	All	No	Schoolwide	All	All Schools	Ongoing	\$ 43,576	\$ 5,488	\$ 4,888	\$ 600	\$ -	\$ 43,576	\$ 49,074	0.00%		
1	8	Career Technical Education Pathways	All	No	Schoolwide	All	All Schools	Ongoing	\$ 294,405	\$ 328,805	\$ -	\$ 347,983	\$ -	\$ 275,227	\$ 621,210	0.00%		
1	9	College Course Credit	All	No	LEA-wide	All	All Schools	Ongoing	\$ -	\$ 198,240	\$ -	\$ 5,000	\$ -	\$ 191,240	\$ 196,240	0.00%		
1	10	California Credit Corps	All	No	Schoolwide	All	All Schools	Ongoing	\$ -	\$ 55,000	\$ -	\$ -	\$ -	\$ 55,000	\$ 55,000	0.00%		
1	11	Student Led Enterprise	All	No	Schoolwide	All	All Schools	Ongoing	\$ -	\$ 19,100	\$ -	\$ -	\$ 17,700	\$ 1,400	\$ 19,100	0.00%		
1	12	Work-Based Learning and Industry Certifications	All	No	LEA-wide	All	All Schools	Ongoing	\$ -	\$ 10,282	\$ -	\$ -	\$ -	\$ 10,282	\$ 10,282	0.00%		
1	13	Internships for Students	All	No	Schoolwide	All	All Schools	Ongoing	\$ -	\$ 56,000	\$ -	\$ -	\$ -	\$ 56,000	\$ 56,000	0.00%		
1	14	Formative Assessments and MTSS Data Teams	All	No	Schoolwide	All	All Schools	Ongoing	\$ -	\$ 4,302	\$ -	\$ -	\$ 4,302	\$ -	\$ 4,302	0.00%		
1	15	Formative Assessments and MTSS Data Teams	All	Yes	Schoolwide	All	All Schools	Ongoing	\$ 393,673	\$ -	\$ 393,673	\$ -	\$ -	\$ -	\$ 393,673	0.00%		
1	16	Multi-tiered Systems of Supports (MTSS) – After School	All	Yes	Schoolwide	All	All Schools	Ongoing	\$ 393,673	\$ -	\$ 393,673	\$ -	\$ -	\$ -	\$ 393,673	0.00%		
1	17	Monitoring Instruction and Learning for students with disabilities	All	No	Limited	All	All Schools	Ongoing	\$ 117,437	\$ 107,960	\$ -	\$ 225,397	\$ -	\$ -	\$ 225,397	0.00%		
1	18	Online Courses	All	No	LEA-wide	All	All Schools	Ongoing	\$ -	\$ 157,000	\$ -	\$ -	\$ -	\$ 157,000	\$ 157,000	0.00%		
1	19	Credit Recovery	All	No	Limited	All	All Schools	Ongoing	\$ -	\$ 65,477	\$ -	\$ -	\$ -	\$ 65,477	\$ 65,477	0.00%		
1	20	High School Equivalency Test (GED and HSET)	All	No	Limited	All	All Schools	Ongoing	\$ -	\$ 1,000	\$ 1,000	\$ -	\$ -	\$ -	\$ 1,000	0.00%		
2	1	Attendance Supports	All	No	LEA-wide	All	All Schools	Ongoing	\$ -	\$ 26,000	\$ 14,500	\$ -	\$ -	\$ 11,500	\$ 26,000	0.00%		
2	2	Positive Behavior Intervention and Supports Programs	All	No	LEA-wide	All	All Schools	Ongoing	\$ -	\$ 5,400	\$ -	\$ 5,400	\$ -	\$ -	\$ 5,400	0.00%		
2	3	Sports, Activities, and After School Programs	All	No	LEA-wide	All	All Schools	Ongoing	\$ -	\$ 58,900	\$ -	\$ -	\$ -	\$ -	\$ 58,900	0.00%		
2	4	Social-Emotional Support	All	No	LEA-wide	All	All Schools	Ongoing	\$ 88,228	\$ -	\$ 44,114	\$ -	\$ -	\$ 44,114	\$ 88,228	0.00%		
2	5	Foster Youth Support	All	No	Limited	All	All Schools	Ongoing	\$ 88,228	\$ -	\$ 44,114	\$ -	\$ -	\$ 44,114	\$ 88,228	0.00%		
2	6	Behavioral/Mental Health Services	All	No	Limited	All	All Schools	Ongoing	\$ -	\$ 153,500	\$ -	\$ -	\$ -	\$ 153,500	\$ 153,500	0.00%		
2	7	CARESpaces	All	No	Schoolwide	All	All Schools	Ongoing	\$ -	\$ 3,000	\$ -	\$ -	\$ -	\$ 3,000	\$ 3,000	0.00%		
2	8	Mentoring for Students	All	No	Schoolwide	All	All Schools	Ongoing	\$ -	\$ 70,000	\$ -	\$ -	\$ -	\$ 70,000	\$ 70,000	0.00%		
2	9	Student Transitions	All	No	LEA-wide	All	All Schools	Ongoing	\$ 213,252	\$ -	\$ 106,626	\$ -	\$ -	\$ 106,626	\$ 213,252	0.00%		
2	10	School Safety Personnel	All	No	LEA-wide	All	All Schools	Ongoing	\$ -	\$ 711,585	\$ -	\$ -	\$ -	\$ 711,585	\$ 711,585	0.00%		
2	11	School Safety Equipment	All	No	LEA-wide	All	All Schools	Ongoing	\$ -	\$ 260	\$ 260	\$ -	\$ -	\$ -	\$ 260	0.00%		
2	12	School Safety Services	All	No	LEA-wide	All	All Schools	Ongoing	\$ -	\$ 188,500	\$ 10,500	\$ -	\$ -	\$ 178,000	\$ 188,500	0.00%		
2	13	Chain Schools	All	No	LEA-wide	All	All Schools	Ongoing	\$ 152,050	\$ 519,371	\$ 671,421	\$ -	\$ -	\$ -	\$ 671,421	0.00%		
2	14	Parent Communication	All	No	LEA-wide	All	All Schools	Ongoing	\$ -	\$ 4,505	\$ 3,455	\$ -	\$ -	\$ 1,050	\$ 4,505	0.00%		
2	15	Parent Workshops	All	No	LEA-wide	All	All Schools	Ongoing	\$ -	\$ 67,000	\$ -	\$ -	\$ -	\$ 67,000	\$ 67,000	0.00%		
2	16	Parent Decision Making	All	No	LEA-wide	All	All Schools	Ongoing	\$ -	\$ 2,500	\$ 2,000	\$ -	\$ -	\$ 500	\$ 2,500	0.00%		
2	17	Student Health	All	No	LEA-wide	All	All Schools	Ongoing	\$ -	\$ 6,000	\$ -	\$ -	\$ -	\$ 6,000	\$ 6,000	0.00%		
3	1	Instructional Materials for English Learners	EL	No	Limited	English Learners	All Schools	Ongoing	\$ -	\$ 12,000	\$ -	\$ 11,500	\$ -	\$ 500	\$ 12,000	0.00%		
3	2	English Language Development	EL	No	Limited	English Learners	All Schools	Ongoing	\$ -	\$ 8,200	\$ -	\$ -	\$ -	\$ 8,200	\$ 8,200	0.00%		
3	3	Formative English Language Assessments	EL	No	Limited	English Learners	All Schools	Ongoing	\$ -	\$ 34,150	\$ 34,150	\$ -	\$ -	\$ -	\$ 34,150	0.00%		
3	4	Instruction for ELs and Universal Design for Learning	EL	No	Limited	English Learners	All Schools	Ongoing	\$ -	\$ 88,360	\$ 51,400	\$ -	\$ -	\$ 36,960	\$ 88,360	0.00%		
3	5	SPED Accommodation and Support for EL and Instruction	EL	No	Limited	English Learners	All Schools	Ongoing	\$ 142,520	\$ -	\$ -	\$ 142,520	\$ -	\$ -	\$ 142,520	0.00%		
3	6	EL Reclassification and Progress Monitoring	EL	No	Limited	English Learners	All Schools	Ongoing	\$ -	\$ 1,500	\$ -	\$ -	\$ -	\$ 1,500	\$ 1,500	0.00%		
4	1	Community School Instructional Program	Foster, Low-Income	No	Schoolwide	Foster Youth and Foster Youth	All Schools	Ongoing	\$ 3,698,002	\$ 34,000	\$ 3,702,002	\$ -	\$ -	\$ -	\$ 3,702,002	0.00%		
4	2	Court School Instructional Program	Foster, Low-Income	No	Schoolwide	Foster Youth and Foster Youth	All Schools	Ongoing	\$ 1,528,507	\$ 13,700	\$ 1,542,207	\$ -	\$ -	\$ -	\$ 1,542,207	0.00%		
4	3	Foster Youth High School Services in Riverside County	Foster	No	Schoolwide	Foster Youth and Foster Youth	All Schools	Ongoing	\$ 119,616	\$ -	\$ 59,808	\$ -	\$ -	\$ 59,808	\$ 119,616	0.00%		
4	4	Foster Youth High School Graduation and College Readiness	Foster, Low-Income	No	Limited	Foster Youth and Foster Youth	All Schools	Ongoing	\$ 690,020	\$ -	\$ 690,020	\$ -	\$ -	\$ -	\$ 690,020	0.00%		

2022-2023 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel	
Totals	\$ 8,839,333	\$ 998,906	\$ 22,002	\$ 2,219,222	\$ 12,079,463	\$ 9,030,007	\$ 3,049,456	
Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Broad Course of Study	All	\$ -	\$ -	\$ 3,000	\$ -	\$ 116,721
1	2	Instructional Materials, Resources, and Text	All	\$ 40,706	\$ -	\$ 200,606	\$ -	\$ 241,312
1	3	Technology and Digital Literacy	All	\$ 332,570	\$ -	\$ -	\$ 12,000	\$ 344,570
1	4	Professional Development	All	\$ 10,500	\$ -	\$ -	\$ 285,543	\$ 296,043
1	5	UDL and Culturally Responsive Instruction	All	\$ -	\$ -	\$ 56,900	\$ -	\$ 96,535
1	6	College and Career Readiness Counseling	All	\$ 6,500	\$ -	\$ -	\$ -	\$ 33,000
1	7	AVID	All	\$ 4,898	\$ 600	\$ -	\$ -	\$ 49,074
1	8	Career Technical Education Pathways	All	\$ -	\$ 347,983	\$ -	\$ -	\$ 623,210
1	9	College Course Credit	All	\$ -	\$ 5,000	\$ -	\$ -	\$ 196,240
1	10	California Cadet Corps	All	\$ -	\$ -	\$ -	\$ -	\$ 55,000
1	11	Student Led Enterprise	All	\$ -	\$ -	\$ 17,700	\$ 1,400	\$ 19,100
1	12	Work-Based Learning and Industry Certification	All	\$ -	\$ -	\$ -	\$ 10,282	\$ 10,282
1	13	Internships for Students	All	\$ -	\$ -	\$ -	\$ 56,000	\$ 56,000
1	14	Formative Assessments and MTSS Data Team	All	\$ -	\$ -	\$ 4,302	\$ -	\$ 4,302
1	15	Multi-Tiered Systems of Supports (MTSS) – All	All	\$ 393,673	\$ -	\$ -	\$ -	\$ 393,673
1	16	Multi-Tiered Systems of Supports (MTSS) – All	All	\$ 393,673	\$ -	\$ -	\$ -	\$ 393,673
1	17	Monitoring instruction and learning for students	All	\$ -	\$ 225,397	\$ -	\$ -	\$ 225,397
1	18	Online Courses	All	\$ -	\$ -	\$ -	\$ 157,000	\$ 157,000
1	19	Credit Recovery	All	\$ -	\$ -	\$ -	\$ 65,477	\$ 65,477
1	20	High School Equivalency Test (GED and HiSET)	All	\$ 1,000	\$ -	\$ -	\$ -	\$ 1,000
2	1	Attendance Supports	All	\$ 14,500	\$ -	\$ -	\$ 11,500	\$ 26,000
2	2	Positive Behavior Intervention and Supports	All	\$ -	\$ -	\$ 5,400	\$ -	\$ 5,400
2	3	Student Sports, Activities, and After School	All	\$ 58,900	\$ -	\$ -	\$ -	\$ 58,900
2	4	Social-Emotional Support	All	\$ 44,114	\$ -	\$ -	\$ 44,114	\$ 88,228
2	5	Foster Youth Support	All	\$ 44,114	\$ -	\$ -	\$ -	\$ 88,228
2	6	Behavioral/Mental Health Services	All	\$ -	\$ -	\$ -	\$ 153,500	\$ 153,500

2022-2023 Contributing Actions Table

Goal #	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 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
	\$ 3,724,758	\$ 1,093,270	29.35%	0.00%	29.35%	\$ 797,846	0.00%	21.42%	Total: \$ 797,846	\$ 797,846
									Limited Total: \$ 10,500	\$ 10,500
									Schoolwide Total: \$ 787,346	\$ 787,346

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	1	Broad Course of Study	No	LEA-wide		All Schools	\$ -	0.00%
1	2	Instructional Materials, Resources, and Text	No	Schoolwide		All Schools	\$ -	0.00%
1	3	Technology and Digital Literacy	No	LEA-wide		All Schools	\$ -	0.00%
1	4	Professional Development	Yes	LEA-wide	All	All Schools	\$ 10,500	0.00%
1	5	UDL and Culturally Responsive Instruction	No	LEA-wide		All Schools	\$ -	0.00%
1	6	College and Career Readiness Counseling	No	Schoolwide		All Schools	\$ -	0.00%
1	7	AVID	No	Schoolwide		All Schools	\$ -	0.00%
1	8	Career Technical Education Pathways	No	Schoolwide		All Schools	\$ -	0.00%
1	9	College Course Credit	No	LEA-wide		All Schools	\$ -	0.00%
1	10	California Cadet Corps	No	Schoolwide		All Schools	\$ -	0.00%
1	11	Student Led Enterprise	No	Schoolwide		All Schools	\$ -	0.00%
1	12	Work-Based Learning and Industry Certific	No	LEA-wide		All Schools	\$ -	0.00%
1	13	Internships for Students	No	Schoolwide		All Schools	\$ -	0.00%
1	14	Formative Assessments and MTSS Data Te	No	Schoolwide		All Schools	\$ -	0.00%
1	15	Multi-Tiered Systems of Supports (MTSS) –	Yes	Schoolwide	All	All Schools	\$ 393,673	0.00%
1	16	Multi-Tiered Systems of Supports (MTSS) –	Yes	Schoolwide	All	All Schools	\$ 393,673	0.00%
1	17	Monitoring instruction and learning for stude	No	Limited		All Schools	\$ -	0.00%
1	18	Online Courses	No	LEA-wide		All Schools	\$ -	0.00%
1	19	Credit Recovery	No	Limited		All Schools	\$ -	0.00%
1	20	High School Equivalency Test (GED and HI	No	Limited		All Schools	\$ -	0.00%
2	1	Attendance Supports	No	LEA-wide		All Schools	\$ -	0.00%
2	2	Positive Behavior Intervention and Supports	No	LEA-wide		All Schools	\$ -	0.00%
2	3	Student Sports, Activities, and After School	No	LEA-wide		All Schools	\$ -	0.00%
2	4	Social-Emotional Support	No	LEA-wide		All Schools	\$ -	0.00%
2	5	Foster Youth Support	No	Limited		All Schools	\$ -	0.00%
2	6	Behavioral/Mental Health Services	No	LEA-wide		All Schools	\$ -	0.00%
2	7	CARESspaces	No	Schoolwide		All Schools	\$ -	0.00%
2	8	Mentoring for Students	No	LEA-wide		All Schools	\$ -	0.00%
2	9	Student Transitions	No	LEA-wide		All Schools	\$ -	0.00%
2	10	School Safety Personnel	No	LEA-wide		All Schools	\$ -	0.00%
2	11	School Safety Equipment	No	LEA-wide		All Schools	\$ -	0.00%
2	12	School Safety Services	No	LEA-wide		All Schools	\$ -	0.00%
2	13	Clean Schools	No	LEA-wide		All Schools	\$ -	0.00%
2	14	Parent Communication	No	LEA-wide		All Schools	\$ -	0.00%
2	15	Parent Workshops	No	LEA-wide		All Schools	\$ -	0.00%
2	16	Parent Decision Making	No	LEA-wide		All Schools	\$ -	0.00%
2	17	Student Health	No	LEA-wide		All Schools	\$ -	0.00%
3	1	Instructional Materials for English Learners	No	Limited		All Schools	\$ -	0.00%
3	2	English Language Development	No	Limited		All Schools	\$ -	0.00%
3	3	Formative English Language Assessments	No	Limited		All Schools	\$ -	0.00%
3	4	Instruction for ELs and Universal Design for	No	Limited		All Schools	\$ -	0.00%
3	5	Staff Development and Support for ELD an	No	Limited		All Schools	\$ -	0.00%
3	6	EL Reclassification and Progress Monitorin	No	Limited		All Schools	\$ -	0.00%

2022-2023 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 12,079,463.00	\$ 17,500.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Broad Course of Study	No	\$ 119,721	\$ 9,500
1	2	Instructional Materials, Resources, and Textbook	No	\$ 241,312	\$ 3,300
1	3	Technology and Digital Literacy	No	\$ 344,570	\$ 4,200
1	4	Professional Development	Yes	\$ 296,043	\$ 500
1	5	UDL and Culturally Responsive Instruction	No	\$ 96,535	\$ -
1	6	College and Career Readiness Counseling and	No	\$ 33,000	\$ -
1	7	AVID	No	\$ 49,074	\$ -
1	8	Career Technical Education Pathways	No	\$ 623,210	\$ -
1	9	College Course Credit	No	\$ 196,240	\$ -
1	10	California Cadet Corps	No	\$ 55,000	\$ -
1	11	Student Led Enterprise	No	\$ 19,100	\$ -
1	12	Work-Based Learning and Industry Certification	No	\$ 10,282	\$ -
1	13	Internships for Students	No	\$ 56,000	\$ -
1	14	Formative Assessments and MTSS Data Team	No	\$ 4,302	\$ -
1	15	Multi-Tiered Systems of Supports (MTSS) – Cla	Yes	\$ 393,673	\$ -
1	16	Multi-Tiered Systems of Supports (MTSS) – Aft	Yes	\$ 393,673	\$ -
1	17	Monitoring instruction and learning for students	No	\$ 225,397	\$ -
1	18	Online Courses	No	\$ 157,000	\$ -
1	19	Credit Recovery	No	\$ 65,477	\$ -
1	20	High School Equivalency Test (GED and HiSET	No	\$ 1,000	\$ -
2	1	Attendance Supports	No	\$ 26,000	\$ -
2	2	Positive Behavior Intervention and Supports	No	\$ 5,400	\$ -
2	3	Student Sports, Activities, and After School Pro	No	\$ 58,900	\$ -
2	4	Social-Emotional Support	No	\$ 88,228	\$ -
2	5	Foster Youth Support	No	\$ 88,228	\$ -

2022-2023 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)	
\$ 10,000	\$ 7,97,846	\$ 10,500	\$ 787,346	0.00%	0.00%	0.00% - No Difference	
Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Broad Course of Study	No	\$ -	\$ 9,000.00	0.00%	0.00%
1	2	Instructional Materials, Resources, and Textbooks	No	\$ -	\$ -	0.00%	0.00%
1	3	Technology and Digital Literacy	No	\$ -	\$ 1,000.00	0.00%	0.00%
1	4	Professional Development	Yes	\$ 10,500	\$ 500.00	0.00%	0.00%
1	5	UDL and Culturally Responsive Instruction	No	\$ -	\$ -	0.00%	0.00%
1	6	College and Career Readiness Counseling and Transitions	No	\$ -	\$ -	0.00%	0.00%
1	7	AVID	No	\$ -	\$ -	0.00%	0.00%
1	8	Career Technical Education Pathways	No	\$ -	\$ -	0.00%	0.00%
1	9	College Course Credit	No	\$ -	\$ -	0.00%	0.00%
1	10	California Cadet Corps	No	\$ -	\$ -	0.00%	0.00%
1	11	Student Led Enterprise	No	\$ -	\$ -	0.00%	0.00%
1	12	Work-Based Learning and Industry Certifications	No	\$ -	\$ -	0.00%	0.00%
1	13	Internships for Students	No	\$ -	\$ -	0.00%	0.00%
1	14	Formative Assessments and MTSS Data Teams	Yes	\$ 393,673	\$ -	0.00%	0.00%
1	15	Multi-Tiered Systems of Supports (MTSS) – Classroom	Yes	\$ 393,673	\$ -	0.00%	0.00%
1	16	Multi-Tiered Systems of Supports (MTSS) – After School	Yes	\$ -	\$ -	0.00%	0.00%
1	17	Monitoring instruction and learning for students with chronic absences	No	\$ -	\$ -	0.00%	0.00%
1	18	Online Courses	No	\$ -	\$ -	0.00%	0.00%
1	19	Credit Recovery	No	\$ -	\$ -	0.00%	0.00%
1	20	High School Equivalency Test (GED and HISET)	No	\$ -	\$ -	0.00%	0.00%
2	1	Attendance Supports	No	\$ -	\$ -	0.00%	0.00%
2	2	Positive Behavior Intervention and Supports	No	\$ -	\$ -	0.00%	0.00%
2	3	Student Sports, Activities, and After School Programs	No	\$ -	\$ -	0.00%	0.00%
2	4	Social-Emotional Support	No	\$ -	\$ -	0.00%	0.00%
2	5	Foster Youth Support	No	\$ -	\$ -	0.00%	0.00%
2	6	Behavioral/Mental Health Services	No	\$ -	\$ -	0.00%	0.00%
2	7	CARESpaces	No	\$ -	\$ -	0.00%	0.00%
2	8	Mentoring for Students	No	\$ -	\$ -	0.00%	0.00%
2	9	Student Transitions	No	\$ -	\$ -	0.00%	0.00%
2	10	School Safety Personnel	No	\$ -	\$ -	0.00%	0.00%
2	11	School Safety Equipment	No	\$ -	\$ -	0.00%	0.00%
2	12	School Safety Services	No	\$ -	\$ -	0.00%	0.00%
2	13	Clean Schools	No	\$ -	\$ -	0.00%	0.00%
2	14	Parent Communication	No	\$ -	\$ -	0.00%	0.00%
2	15	Parent Workshops	No	\$ -	\$ -	0.00%	0.00%
2	16	Parent Decision Making	No	\$ -	\$ -	0.00%	0.00%
2	17	Student Health	No	\$ -	\$ -	0.00%	0.00%
3	1	Instructional Materials for English Learners	No	\$ -	\$ -	0.00%	0.00%
3	2	English Language Development	No	\$ -	\$ -	0.00%	0.00%
3	3	Formative English Language Assessments	No	\$ -	\$ -	0.00%	0.00%
3	4	Instruction for ELs and Universal Design for Learning	No	\$ -	\$ -	0.00%	0.00%
3	5	Staff Development and Support for ELD and Instruction	No	\$ -	\$ -	0.00%	0.00%
3	6	EL Reclassification and Progress Monitoring	No	\$ -	\$ -	0.00%	0.00%
4	1	Community School Instructional Program	No	\$ -	\$ -	0.00%	0.00%
4	2	Court School Instructional Program	No	\$ -	\$ -	0.00%	0.00%
4	3	Coordinate Foster Youth Services in Riverside County	No	\$ -	\$ -	0.00%	0.00%
4	4	Foster Youth High School Graduation and College and Career Readiness	No	\$ -	\$ -	0.00%	0.00%

2022-2023 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage 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 8, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ 100,000	\$ 10,000	0.00%	10.00%	\$ 10,500	0.00%	10.50%	\$0.00 - No Carryover	0.00% - No Carryover