

RCOE

LOCAL CONTROL AND ACCOUNTABILITY PLAN

2026-2027

County Office of Education (COE) Local Control Funding Formula (LCFF) Budget Overview for Parents Template

Developed by the California Department of Education, January 2025
Instructions are located at
https://www.cde.ca.gov/re/lc/documents/coebudgetoverviewins2025.docx

LCFF Budget Overview for Parents: Data Input

County Office of Education (COE) name:	Riverside County Office of Education
CDS code:	33 10330 0000000
COE contact information:	Deanna McCarty, Ed.D. 951-826-6464, dmccarty@rcoe.us
Coming School Year:	2026-27
Current School Year:	2025-26

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

Projected General Fund Revenue for the 2026-27 School Year	**Amount**
Total LCFF funds	$ 192,836,041
LCFF County Operations Grant	$ 41,446,486
LCFF Alternative Education Grant	$ 5,975,912
LCFF Supplemental & Concentration Grants	$ 1,813,726
All Other State Funds	$ 21,732,860
Student Support and Enrichment Block Grant	$ 697,680
All Local Funds	$ 79,819,459
All Federal Funds	$ 15,435,217
Total Projected Revenue	$ 309,823,577

Total Budgeted Expenditures for the 2026-27 School Year	**Amount**
Total Budgeted General Fund Expenditures	$ 318,609,467
Total Budgeted Expenditures using LCFF Alternative Education grant	$ 5,975,912
Total Budgeted Expenditures using Student Support and Enrichment Block Grant	$ 972,856
Total Budgeted Expenditures in the LCAP	$ 15,569,580
Budgeted Expenditures in the LCAP using LCFF Alternative Education grant	$ 5,975,912
Budgeted Expenditures in the LCAP using Student Support and Enrichment Block Grant	$ 972,855
Total Budgeted Expenditures for High Needs Students in the LCAP	$ 1,813,726
Expenditures not in the LCAP	$ 303,039,887

Expenditures for High Needs Students in the 2025-26 School Year	**Amount**
Total Budgeted Expenditures for High Needs Students in the LCAP	$ 2,655,517
Actual Expenditures for High Needs Students in LCAP	$ 2,569,501

Not for Inclusion with the Template

LCFF Budget Overview for Parents

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

CDS Code: 33 10330 0000000

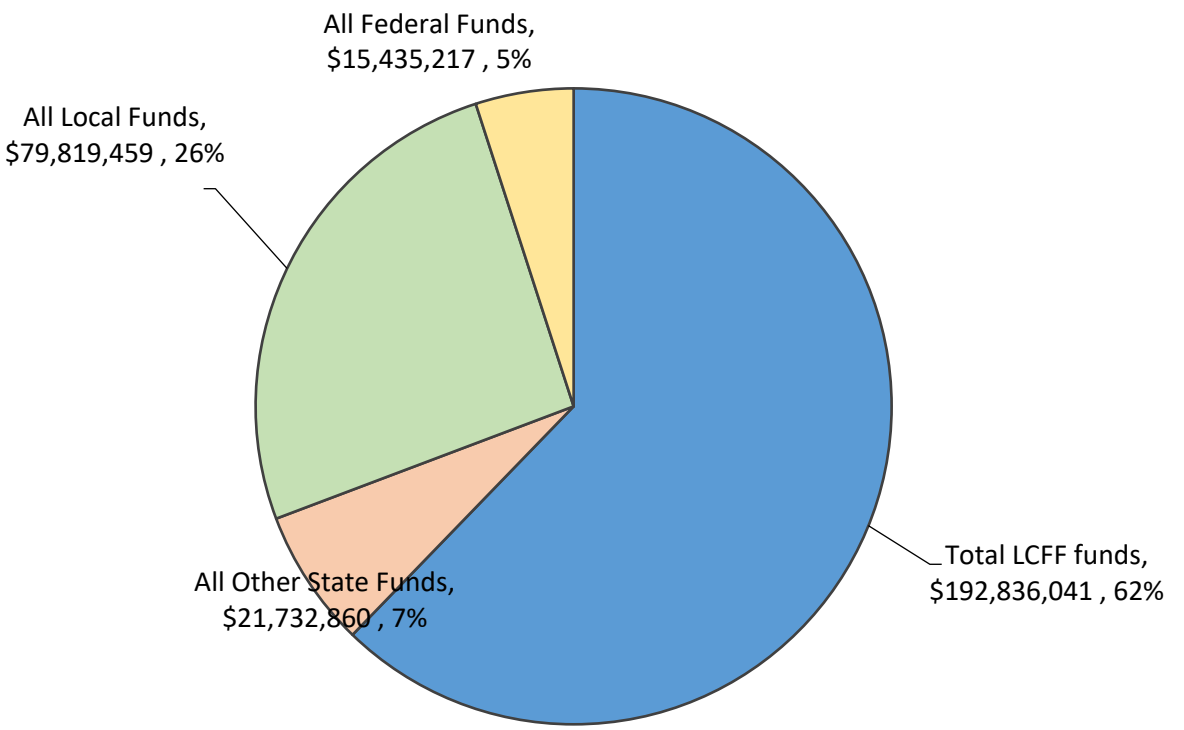
School Year: 2026-27

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

County Offices of Education (COEs) receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF provides funding for 1) COE oversight activities of its school districts and 2) COE instructional programs in the form of base level of funding for all students and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2026-27 School Year

Projected Revenue by Fund Source



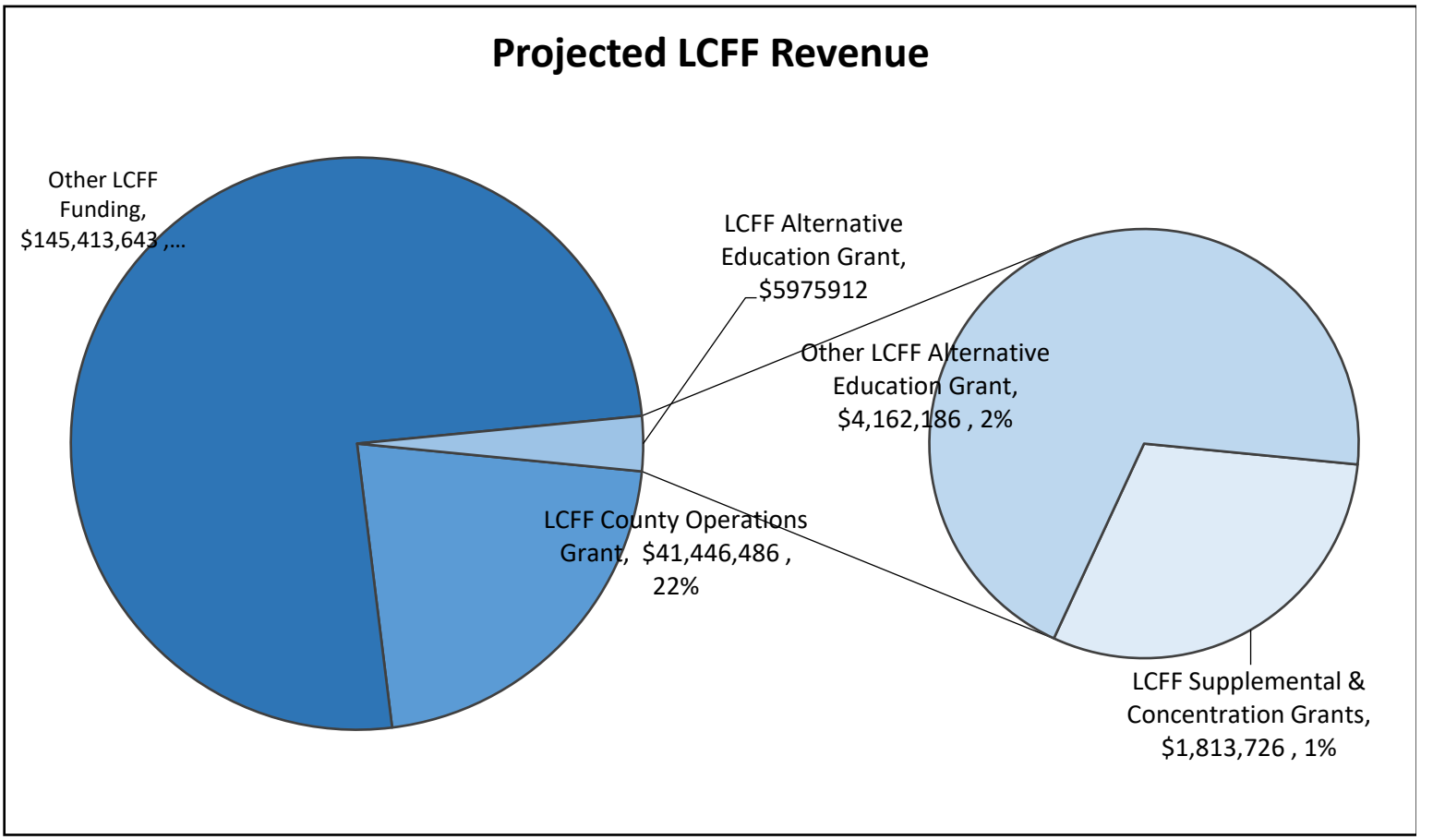
This chart shows the total general purpose revenue Riverside County Office of Education expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Riverside County Office of Education is $309,823,577.00, of which $192,836,041.00 is Local Control Funding Formula (LCFF), $21,732,860.00 is other state funds, $79,819,459.00 is local funds, and $15,435,217.00 is federal funds.

Of the $21,732,860.00 attributed to All Other State Funds, $697,680.00 are attributed to the Student Support

LCFF Budget Overview for Parents

LCFF Budget Overview for the 2026-27 School Year

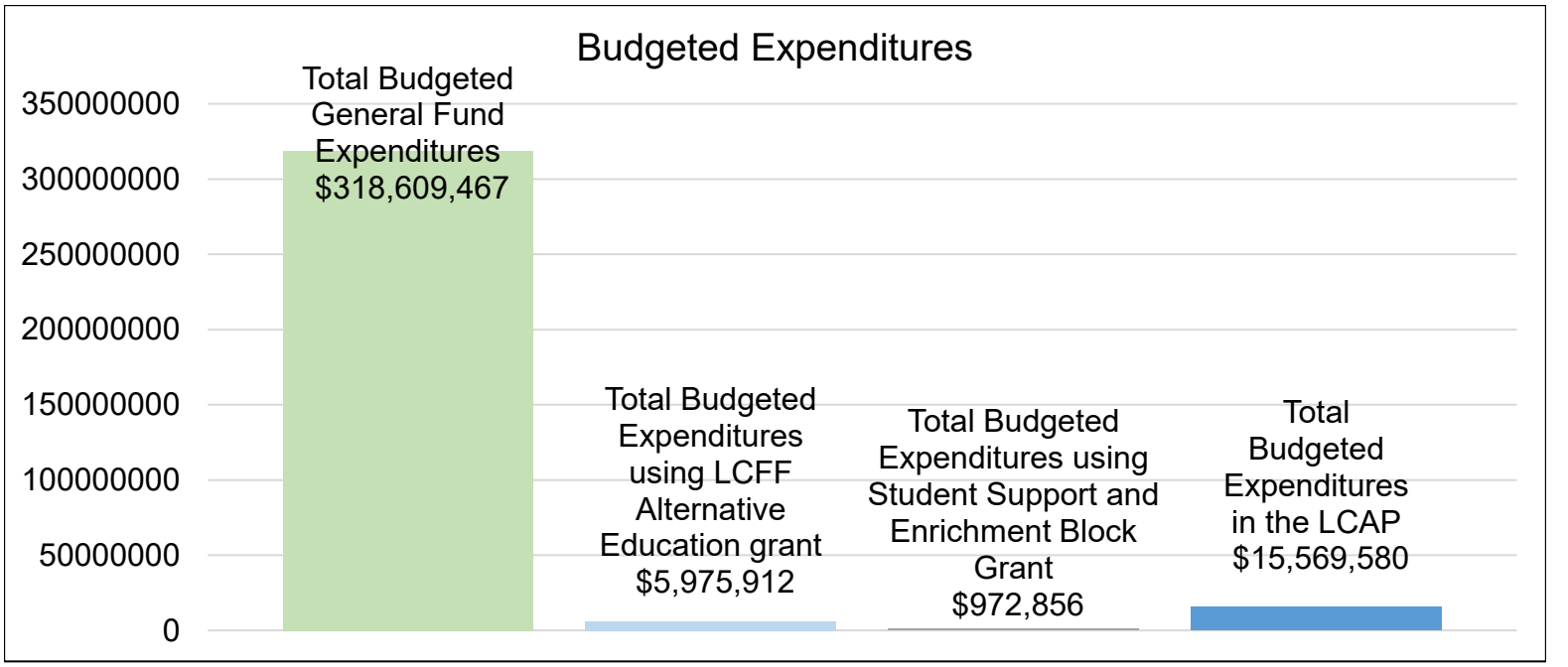


This chart shows the LCFF revenue Riverside County Office of Education expects to receive in the coming

The text description for the above chart is as follows: The total LCFF revenue projected for Riverside County Office of Education is $192,836,041.00, of which $41,446,486.00 is attributed to the LCFF County Operations Grant, $5,975,912.00 is the attributed to the LCFF Alternative Education Grant, and $145,413,643.00 is other LCFF funds. Of the $5,975,912.00 attributed to the LCFF Alternative Education Grant, $1,813,726.00 is generated based on the enrollment of high needs students (foster youth, English learner. and low-income students).
Differentiated Assistance and Minimum State Aid funding were received, which are used to support districts and are not allocated to the Alternative Education Program

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

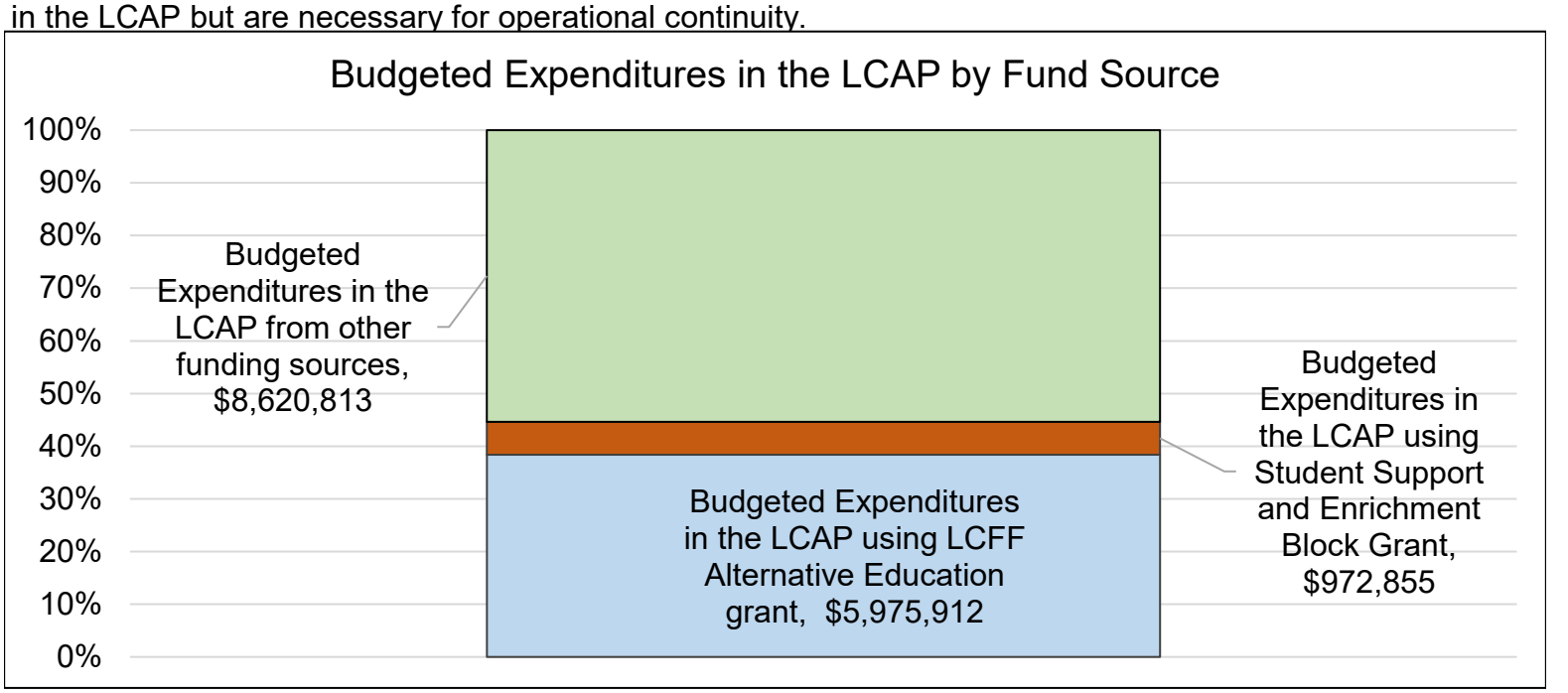
LCFF Budget Overview for Parents



This chart provides a quick summary of how much Riverside County Office of Education plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Riverside County Office of Education plans to spend $318,609,467.00 for the 2026-27 school year. Of that amount, $5,975,912.00 is attributed to the Alternative Education Grant and $972,856.00 is attributed to the Student Support and Enrichment Block Grant. $303,039,887.00 of the General Fund Budgted Expenditures are not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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



LCFF Budget Overview for Parents

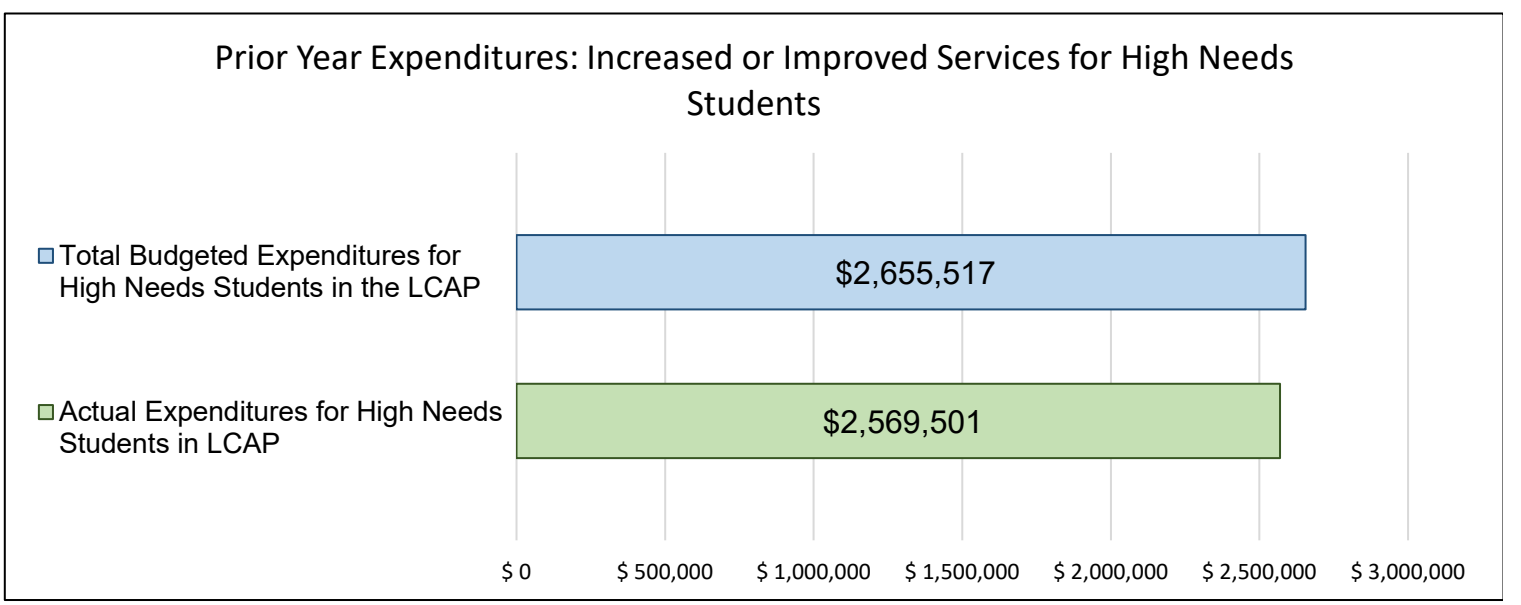
This chart provides a quick summary of how much Riverside County Office of Education plans to spend for 2026-27 for planned actions and services in the LCAP.

The text description of the above chart is as follows: Riverside County Office of Education plans to spend $15,569,580.00 on actions/services in the LCAP. Of those funds, $5,975,912.00 is attributed to the Alternative Education Grant and $972,855.00 is attributed to the Student Support and Enrichment Block Grant.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Riverside County Office of Education is projecting it will receive $1,813,726.00 based on the enrollment of foster youth, English learner, and low-income students. Riverside County Office of Education must describe how it intends to increase or improve services for high needs students in the LCAP. Riverside County Office of Education plans to spend $1,813,726.00 towards meeting this requirement, as described in the LCAP.

Update on Increased or Improved Services for High Needs Students in 2025-26



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

The text description of the above chart is as follows: In 2025-26, Riverside County Office of Education's LCAP budgeted $2,655,517.00 for planned actions to increase or improve services for high needs students. Riverside County Office of Education actually spent $2,569,501.00 for actions to increase or improve services for high needs students in 2025-26. The difference between the budgeted and actual expenditures of $86,016.00 had the following impact on Riverside County Office of Education's ability to increase or improve services for high needs students:

Due to unplanned vacancies (partial and full-year) during the 2025-2026 school year and lower enrollment numbers across all sites, actual expenditures for actions and services to support high-needs students were lower than budgeted. There was a decrease in the need for direct support services than had been planned.

Local Control and Accountability Plan

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

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

Plan Summary 2026-2027

General Information

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

The Riverside County Office of Education Alternative Education (RCOE AE) program includes the Community School (10 Sites) and the Court School (3 sites). The Community School and Court School are accredited by the Western Association of Schools and Colleges (WASC) and provide students with curriculum, instruction, assessment, and programs/services to ensure that students graduate from high school is well-prepared for college and careers. This year, both the Community School and the Court School underwent the WASC Accreditation process. The Community School was granted a six-year accreditation status through June 30, 2030, with a mid-cycle visit during the 2026-2027 school year. The Court School was granted a six-year accreditation status through June 30, 2030, with a mid-cycle report in the 2026-2027 school year. It should be noted that a six-year accreditation with a mid-cycle progress report is the highest level of accreditation. This status indicates that “there is compelling evidence that the school needs little, if any, additional support for high-quality student learning and the implementation, monitoring, and accomplishment of the schoolwide action plan.”

The development of the Local Control and Accountability Plan (LCAP) is grounded in the mission, vision, and pledge of the Riverside County Office of Education (RCOE), which collectively establish the foundation for organizational priorities and continuous improvement efforts. RCOE’s mission is to ensure the success of all students through exceptional service, comprehensive support, and strong partnerships. This includes the ongoing identification and implementation of effective services, programs, and supports that address unmet student needs. RCOE’s vision is to be a collaborative organization distinguished by highly qualified staff who provide leadership, programs, and services to school districts and students throughout the county. The RCOE pledge affirms the commitment that every student in Riverside County will graduate from high school academically and socially prepared for college, career, and civic engagement.

In alignment with this framework, the Superintendent’s Initiatives serve as a strategic guide for the development, implementation, and continuous refinement of educational programs across the county. These initiatives are particularly significant in alternative education settings, where they inform efforts to provide targeted, responsive support to students who have experienced barriers to academic success.

The **Foster Youth Success Initiative** strengthens coordinated systems of support for foster youth by enhancing collaboration among schools, community-based organizations, and government agencies. This initiative supports the academic achievement, stability, and successful transitions of foster youth.

The **Mental Health Initiative** reinforces RCOE's commitment to addressing students' social-emotional needs. With an emphasis on equity and access, this initiative guides the provision of timely mental health services and the implementation of trauma-informed practices, particularly for students in alternative education programs.
The Financial Literacy Initiative aligns with the goal of preparing students for postsecondary success and independence. By integrating financial literacy into instructional programs, students are equipped with the knowledge and skills necessary to make informed financial decisions and navigate real-world responsibilities.
The **Literacy by 5th Grade Initiative** emphasizes the importance of early and sustained literacy development as a foundation for academic achievement. This focus informs instructional practices across programs, particularly for students who require targeted and accelerated support to meet grade-level expectations.
The **Competitive Edge Initiative** promotes inclusive practices and cultural responsiveness, supporting the development of learning environments in which all students feel valued, respected, and connected. This initiative contributes to positive school climates that enhance student engagement and success.
Collectively, these initiatives provide a coherent and comprehensive framework that guides the design, implementation, and ongoing improvement of alternative education programs, ensuring alignment with RCOE's commitment to equity, access, and positive outcomes for all students.

As of the CALPADS Information Day census, student enrollment totaled 285 students in RCOE Alternative Education programs in 2025-2026, with 181 students in the Community School (this decreased by 31 students) and 104 students in the Court School. The significant student groups in the Community School by program include 85.6% socio-economically disadvantaged, 23.2% English learners, 3.9 % foster youth, and 26.5% students with disabilities. The significant student groups in the Court School program include 100 % socio-economically disadvantaged, 25% English learners, 12.5.1% foster youth, and 38.5% students with disabilities. For both Community School and Court School students, they are predominantly male. All of the RCOE AE school sites qualify as Title I schools.

The RCOE Alternative Education Community School, consisting of 10 sites, provides a comprehensive instructional program for district referred students (expelled, SARB, parenting teens) and Probation referred students. The countywide plan for providing educational services to expelled students within Riverside County, developed by the Riverside County Superintendent of Schools in conjunction with 23 school districts, ensures educational services are available to all districts, including those in rural/isolated settings. The RCOE Community School, organized in zones throughout Riverside County, provides 180 days of instruction, offering classroom-based programs for expelled/district referred students, independent study, and programs for parenting teens. Daily classroom-based instruction for students in grades 7-12 is a minimum of 360 minutes per day on Mondays, Tuesdays, Thursdays, and Fridays, and 240 minutes on Wednesdays throughout the school year. Independent study is offered for students in grades 4-6 and for those who require an alternative to a classroom setting. Student enrollment in Alternative Education is highly mobile, with enrollment durations typically lasting one or two school semesters, contingent upon expulsion and successfully meeting the terms and conditions of their rehabilitation plan. The instructional program focuses on the Common Core State Standards (CCSS) along with rigorous and relevant learning activities, including UDL, high-impact classroom strategies and routines, and Positive Behavioral Support Interventions (PBIS). Students are enrolled in UC A-G approved classes as outlined in the Riverside County Course Prospectus.

Riverside County High School (RCHS) Court School, one of the Riverside County Office of Education (RCOE) Alternative Education programs, provides a comprehensive instructional program for students in juvenile facilities operated by Riverside County Probation. Court school enrollment is reflected in the number of youth detained in the Riverside County Juvenile Justice system. Risk assessment, gang

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

Students are enrolled in the RCOE AE throughout the year based on district, probation referral, or court order. Enrollment for these programs can be very transient in nature. When comparing stability rates, the total number of students with a continuous enrollment of 245 consecutive days at one school, the RCOE AE numbers are lower than the state average. For community schools, the stability rate is 11.9% for 2024-2025. And 2.9% for students within the court schools. The stability rate of the state is 91.5%. and 89.9% for Riverside County.

The comparison between the 2023–2024 and 2024–2025 data shows a clear shift toward shorter lengths of stay across both Community School and Court School settings. In Community School, the percentage of students enrolled for one semester decreased from approximately 58% to 43.56%, and those enrolled for two semesters decreased from about 42% to 35.40%. At the same time, 21.04% of students are now identified as being enrolled for more than one year, highlighting a distinct group of longer-term students. The average length of stay also declined notably from 87 days to 66 days. This indicates that while a subset of students continues to require extended placement, the overall trend is toward shorter enrollment periods and increased student movement.
A similar pattern is evident in the Court School data. The percentage of students staying between one and 30 days increased slightly from approximately 62% to 64.68%, while those staying more than 90 days decreased from about 19% to 15.61%. The average length of stay dropped significantly from 44 days to 28 days. This reflects an increasingly transient student population, with more students entering and exiting the system in shorter timeframes and fewer remaining for extended placements.
Taken together, these trends suggest that while overall enrollment numbers may appear stable, the system is serving a higher number of individual students for shorter durations. This increased mobility creates greater demand for continuous enrollment processes, rapid student intake, and frequent transitions. It may also lead to more variability in attendance and average daily attendance (ADA), as shorter stays can result in partial enrollments and gaps in instructional time. As a result, the focus shifts from maintaining stable cohorts to managing a dynamic flow of students throughout the year.
These trends have important implications for planning academic, career technical education (CTE), and college readiness programming. Academically, there is a growing need for flexible, modular instruction that allows students to quickly engage in learning and complete meaningful units of study within a limited timeframe. Initial assessments and placement processes must occur rapidly to ensure students are appropriately supported from the moment they enter.
For CTE programming, shorter lengths of stay make it more challenging for students to complete traditional multi-course pathways. Programs may need to emphasize introductory experiences, exposure to career fields, and opportunities to earn short-term or stackable credentials that provide immediate value. This ensures that even students with brief enrollments leave with tangible skills or certifications.

In terms of college and transition programming, the shortened duration of stay increases the importance of immediate and intentional planning for students' next steps. Schools must prioritize early conversations around post-secondary goals, provide access to dual enrollment or credit-bearing opportunities when possible, and ensure strong transition supports as students return to their home districts or move into employment or further education. At the same time, the group of students enrolled for longer than one year in Community School presents an opportunity to provide more comprehensive programming, including deeper academic pathways and sustained CTE engagement.

The continued trend of shortened enrollment periods underscores the need for educators to prioritize essential learning and deliver instruction in ways that are immediately accessible and meaningful for at-promise students. With less time available, instruction must be focused, engaging, and designed to help students quickly grasp key concepts and demonstrate progress. At the same time, a condensed enrollment window can increase stress and pressure, as students may feel overwhelmed by the expectation to make academic gains within a limited timeframe. This makes it critical to maintain strong systems of support that address both academic and social-emotional needs.

In addition to instructional focus, targeted interventions remain essential to address barriers that may impact student success. Many students face challenges such as housing instability, transportation issues, or limited access to medical and mental health services. Others may struggle with gaps in foundational skills or balancing school with outside responsibilities. To meet these needs, instruction and support must be flexible, responsive, and tailored. Ensuring students can engage, persist, and succeed even during a shortened stay.

Over the past year, RCOE Alternative Education has continued to implement its strategic focus on literacy as a foundation for student achievement. Emphasis has been placed on strengthening reading, writing, and applied literacy skills, recognizing that these competencies are critical for success in school, career, and life. Students who build strong literacy skills are better equipped to understand complex material, communicate effectively, and make informed decisions. This focus remains central to improving outcomes, including graduation rates, post-secondary readiness, and long-term stability.

To support this work, the district continues to use the NWEA MAP Growth assessment system to monitor student progress and identify areas for targeted support. This system allows staff to quickly assess student needs and adjust instruction accordingly, which is especially important given the variability in enrollment duration. The use of this assessment framework also supports equitable access for all students, including English Learners, foster youth, and students with disabilities.

In line with the need for clarity and consistency in instruction, there has been a deliberate shift toward streamlining intervention tools and reducing the number of platforms students must navigate. This approach minimizes confusion and enables a more focused, effective implementation. As part of this effort, the integration of Khan Academy and Khanmigo has provided direct, accessible academic support for students. Early indicators show a promising impact, with students who engage in Khan Academy demonstrating improved attendance and academic performance. On average, engaged students have three fewer absences than their peers, and participating students have shown a higher average GPA (2.90 compared to 2.68 for non-users).

Overall, the shift toward shorter enrollment periods, combined with a more streamlined and focused instructional approach, highlights the importance of delivering high-impact learning experiences within a limited timeframe. By prioritizing essential skills, reducing barriers, and leveraging targeted supports, the program is better positioned to meet the needs of a highly mobile student population while continuing to drive positive academic outcomes.

This past year we spent time focused on providing support to Project Based Learning (PBL) units at all sites. This was done through a scaffolded system of support and integration. All instructional staff were provided with basic education in PBL as well as additional training on Kagan strategies for engagement and collaboration. To ensure calibration, 4 fully developed PBL units were created in connection with RCOE's Educational Services Unit. These units were 4-6 weeks in length and focused on increasing academic language, collaborative practices, group work, and reciprocal teaching. These practices help students process and internalize content more deeply while also building communication, reasoning, and social-emotional skills.

Coaching sessions were provided to all teachers and principals through instructional coaches, TOSAs, and administrators over instruction and curriculum. In total, 16 ELD principal and classroom coaching sessions were held, focusing on ELD strategies and instruction.

Throughout the 2025–2026 school year, coaching and professional learning have remained a major focus in strengthening instructional practices across Alternative Education sites. A total of **66 documented in-person and virtual coaching sessions** supported teachers through planning meetings, classroom visits, pre-meetings, debriefs, coaching implementation, co-teaching opportunities, and direct lesson support. In addition, **35 documented professional learning sessions** supported the launch, planning, redesign, and implementation of project-based learning (PBL). This consistent coaching cycle helped create a shared instructional vision while building teacher confidence and capacity over time.
A significant area of focus this year centered on increasing **student ownership and engagement** through authentic learning experiences. Students demonstrated stronger ownership when projects connected to their personal interests, future goals, and meaningful end products. Across classrooms, student voice increased through presentations, collaborative discussions, project design opportunities, and reflection activities. Teachers also shifted instructional practices to encourage greater student participation, critical thinking, and collaboration, helping students move from passive learners to active contributors in the learning process.
As part of this work, teachers were introduced to a practical **4-day PBL design structure** to make project-based learning more sustainable and manageable within Alternative Education settings. Instruction evolved from longer, fully developed projects toward shorter, teacher-designed mini PBL experiences that could be more easily implemented and adapted. This transition supported teachers in moving beyond initial implementation and toward instructional adaptation, creativity, and emerging ownership of the work. The focus was not perfection on day one—it was progress, refinement, and building momentum one project at a time.
Coaching also emphasized strategies to improve access and rigor for English Learners and diverse student populations. Lessons increasingly integrated **ELD strategies, Universal Design for Learning (UDL), Kagan structures, collaborative talk, and scaffolded supports** to strengthen engagement and comprehension. Teachers were supported in designing PBL experiences that remained rigorous while also being accessible and student-centered. Ongoing professional development reinforced lesson design, standards alignment, and engagement structures, while repeated PBL launch cycles helped establish common expectations and a shared instructional vocabulary across sites.
The evidence of these best practices became increasingly visible in classrooms throughout the year. Co-created class norms established collaboration as an expectation, while PBL walls and Design Thinking posters created consistency, visibility, and predictability for students. During classroom visits, students were observed discussing ideas, taking notes, collaborating with peers, and actively participating in whole-group discussions. One of the clearest indicators of growth was students' willingness to participate in public presentations, which became a powerful marker of increased confidence, pride, communication skills, and ownership of learning.
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FOSTER YOUTH SUPPORT

Ed Services SAO Unit: LCAP-Aligned Overview of Foster Youth Support
The Riverside County Office of Education supports foster youth through the Foster Youth Success Initiative within the Student Achievement and Opportunity unit, anchored by the Student Empowerment Program. This model delivers a coherent, milestone-aligned system of support that integrates academic monitoring, postsecondary planning, leadership development, and coordinated access to services. Students engage in a structured sequence of experiences tied to key educational transitions, including transcript review, A–G progress monitoring, financial aid completion, career pathway development, and individualized postsecondary planning. In partnership with the Department of Public Social Services and community-based organizations, students are connected to housing navigation, independent living supports, mental health services, and workforce opportunities, ensuring that both academic and non-academic barriers to success are addressed in alignment with LCAP priorities around access, engagement, and student outcomes.
A defining feature of this approach is the intentional elevation of student voice into continuous improvement systems. Foster youth participate in advisory structures, peer mentorship, and district and county planning processes, directly informing LCAP-aligned actions and service design. This results in increased student engagement, improved attendance and persistence, stronger completion of postsecondary milestones such as FAFSA/CADAA and college applications, and more coordinated cross-agency responses. The model also strengthens school stability, timely transitions, and equitable access to resources, while building district capacity through shared accountability, data-informed practices, and aligned supports. Overall, the impact is a more responsive and integrated system that improves outcomes for foster youth while advancing LCAP goals related to equity, student achievement, and meaningful engagement.

Student Support and Enrichment Block Grant funds will be strategically utilized to expand and strengthen behavioral health supports across RCOE Alternative Education programs. Given the increasing complexity of student needs, including exposure to trauma, instability, and mental health challenges, investment in Behavioral Health Technicians and additional Behavioral Health team members is critical. These staff members are integral members of the Multi-Tiered System of Supports (MTSS), providing targeted and intensive interventions to ensure students can access and benefit from instruction.
Behavioral Health Technicians and team members provide direct support to students through daily engagement, de-escalation, skill-building, and connection to services. In addition, they contribute to a comprehensive wraparound model that addresses barriers to learning by supporting students' social-emotional well-being, improving attendance, and increasing overall engagement in school. These supports are particularly essential within alternative education settings, where students often enter with significant unmet needs that directly impact their ability to succeed academically within a shortened enrollment period.
This use of funds aligns directly with allowable expenditures outlined in EC Section 2575.5, including the provision of mental health support services and the employment of certificated and classified staff who deliver these services. By strengthening behavioral health capacity, the program also enhances its ability to support key outcomes such as high school completion, successful transitions, and college and career readiness. Students who receive consistent behavioral and emotional support are more likely to remain engaged, persist in their coursework, and successfully transition to post-secondary opportunities or back to their home districts.
Additionally, this investment supports the broader goals of alternative education by ensuring that students are stabilized and supported quickly upon entry, allowing instructional staff to focus on essential academic skills. It also complements other allowable uses of funds, such as transition counseling and college and career preparation, by ensuring students are emotionally and behaviorally ready to engage in these opportunities.

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

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

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

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

LRBEG Funds will be used to support continued expansion of pathways that lead to CCI success, such as CTE programming. This will be used to enhance certification completion and direct support services to students

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

Reflections: Annual Performance

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

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

Local Performance Indicators

The Alternative Education Community School and Court School met the standards on the local performance indicators for Basics-Teachers, Instructional Materials and Facilities (Priority 1), Implementation of Academic Standards (Priority 2), Parent Engagement (Priority 3), Local

Climate Survey (Priority 6), Access to a Broad Course of Study (Priority 7), Coordination of Services for Expelled Students (Priority 9), and Coordination of Services for Foster Youth (Priority 10).

Academic Performance

Community Schools

All students have access to a broad course of study, maintained at 100 percent (367 students). In **2024-2025** students in RCOE County Community Schools, 100 percent of students were enrolled in a course that met the UC A-G requirements.

The overall rate of passage for **2024-2025** of UC A-G courses was 71%.
80% of A-G courses taken by English Learners received passing marks.
77% of A-G courses taken by students with disabilities (SWDs) received passing marks.
71% of A-G courses taken by Hispanic students received passing marks.
69% of A-G courses taken by African American students received passing marks.
68% of A-G courses taken by White students received passing marks.
73% of A-G courses taken by male students received passing marks.
65% of A-G courses taken by female received passing marks.

In the first semester of the **2025-2026** school year, 100 percent (299 students) of Riverside County Community School students were enrolled in a course that will satisfy an entrance requirement for the University of California.
Overall rate of passage of UC A-G courses was 71% percent for first semester of the 2025-2026 school year.
67% of A-G courses taken by English Learners received passing marks.
83% of A-G courses taken by students with disabilities (SWDs) received passing marks.

72% of A-G courses taken by Hispanic students received passing marks.
73% of A-G courses taken by African American students received passing marks.
59% of A-G courses taken by White students received passing marks.

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

Court Schools

All students have access to a broad course of study, maintained at 100 percent (566 students). In **2024-2025** students in RCOE Court School, 100 percent of students were enrolled in a course that met the UC A-G requirements.

Overall rate of passage for **2024-2025** of UC A-G courses was 72% percent.
76% of A-G courses taken by English Learners received passing marks.
78% of A-G courses taken by students with disabilities (SWDs) received passing marks.

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

72% of A-G courses taken by African American students received passing marks.
62% of A-G courses taken by White students received passing marks.

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

In the first semester of the **2025-2026** school year, 100 percent (441 students) of Riverside County Court School students were enrolled in a course that will satisfy an entrance requirement for the University of California.

Overall rate of passage of UC A-G courses was 65% percent for the first semester of the **2025-2026** school year.
77% of A-G courses taken by English Learners received passing marks.
63% of A-G courses taken by students with disabilities (SWDs) received passing marks.

67% of A-G courses taken by Hispanic students received passing marks.
62% of A-G courses taken by African American students received passing marks.
52% of A-G courses taken by White students received passing marks.

67% of A-G courses taken by male students received passing marks.
48% of A-G courses taken by female received passing marks.

College and CTE Enrollment

UCR Dual Enrollment Completers

	2024-2205	2025-2026 (April)
Cyber Security	34	57
Ethnic Studies	4	12
US His Dual Enr	14	19

NWEA/MAPS

The NWEA/MAP assessment data provides essential insight into student growth in English Language Arts (ELA) and Mathematics and serves as a critical tool for guiding instruction, monitoring progress, and addressing achievement gaps. Results from the 2025-2026 school year highlight both areas of improvement and opportunities for targeted support.

In **ELA**, there was demonstrated growth by **51.35%** of Community School students and **42.86%** of Court School students on paired MAP assessments. Court school results show more than double the percentage increase from the previous data points (previously 23.5) shared. In **Mathematics**, students in Community Schools demonstrated growth, with **67.65%** and **43.75%** in Court School showing progress.

AVID

The Advancement Via Individual Determination (AVID) program remains an important component of our efforts to support college and career readiness, with a targeted focus on students in grades 7–9. During the 2025-2026 school year, RCOE Alternative Education refined its approach to AVID by concentrating on strengthening the foundational elements of the framework rather than expanding full-scale implementation across sites. This intentional focus allowed us to build a stronger base for future growth while maintaining our commitment to educational equity and access for students who are often underrepresented in postsecondary pathways.

AVID continues to serve as a framework that promotes critical thinking, organization, collaboration, and college and career readiness skills. By emphasizing these core components, we are supporting students in developing the confidence and academic habits necessary to achieve their goals.

Avid-trained tutors provided targeted assistance during class time and facilitated structured tutorial sessions, helping to strengthen student engagement and reinforce essential academic skills.

In collaboration with RCOE's Educational Services team, our AVID work was aligned with broader instructional priorities, particularly the focus on literacy and essential standards. This alignment ensures that AVID strategies are integrated intentionally to support consistent instructional practices and shared expectations across all classrooms.

A central component of this work is the WICOR instructional framework—Writing, Inquiry, Collaboration, Organization, and Reading. WICOR provides a research-based approach to building foundational skills, supporting higher-level thinking, and increasing student ownership of learning. By prioritizing these strategies, we are reinforcing the essential skills students need to access rigorous content and succeed across disciplines. Through this focused approach, AVID continues to play a meaningful role in strengthening instructional practices and equipping students with the foundational skills and mindsets necessary for long-term success.

ELL

Local Language Tree Assessment 2025-2026

Overall, the Language Tree (LTPI) data shows a mixed but informative picture of language development across Community and Court Schools, with clear strengths to build on and targeted areas for growth. Court Schools demonstrate strong and accelerated gains across most domains, particularly in speaking (+1.17), writing (+1.30), and oral language (+0.99), along with positive growth in listening (+0.47). This indicates meaningful progress in expressive language skills and suggests that instructional strategies in these settings are effectively supporting student language development. Writing stands out as a consistent strength across both systems, with solid gains in Community Schools (Writing +0.85; composite +0.57) and Court Schools (Writing +1.30; composite +0.60), reinforcing that students are building their ability to communicate effectively in written form.

In Community Schools, the data reflects more targeted growth, with gains in reading (+0.35) and writing (+0.85), and relatively stable oral language (+0.08). However, declines in listening (-0.24) and speaking (-0.34) point to a need for increased focus on oral language development, including structured opportunities for student discourse, listening comprehension, and academic conversation. Across both

systems, reading growth remains modest (Community +0.35; Court +0.14), signaling an opportunity to strengthen comprehension strategies and engagement with complex text.

The ELD 1 domain data further highlights these trends. Community Schools show balanced growth across language domains (approximately 12–13%), while Court Schools demonstrate a significant gain in Language Function and Construction (21.7%), indicating strong development in academic language use. At the same time, lower growth in Collaborative Listening and Speaking (3.64%) and Foundational Literacy Skills (7.49%) in Court Schools suggests a need to better balance instruction across domains.

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

Students within the Court and Community School programs often enter after experiencing significant trauma or disruption. To ensure early identification and reduce stigma around seeking help, every student meets with a Behavioral Health Therapist (BHT) at least once upon enrollment—this “one-touch” model initiates a relationship and opens the door for future support. In addition to individualized, one-on-one services, the Behavioral Health and Therapeutic Services (BHTS) team also provides in-class presentations, family counseling, and is available to respond to emergencies or crises that arise on campus. To further support students and families beyond the school setting, we have incorporated the use of Health Navigators—dedicated staff who assist families in accessing local resources such as food, housing, medical care, and other community-based services. These navigators guide families through the process and help connect them with programs like IEHP and other vital supports, ensuring that students' overall well-being is addressed both in and out of school.

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

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

Across the data, the most consistent areas of need emerge in emotion regulation, self-management, and aspects of social awareness and perspective-taking, where several sites show declines from the first to the second semester. These trends suggest that students may be experiencing increased challenges in managing emotions, maintaining focus, and navigating social interactions as the year progresses. In contrast, growth mindset and self-efficacy show more stability with some pockets of improvement, indicating that while students may still believe in their ability to grow, they may not yet have the regulatory and behavioral skills needed to consistently act on that belief.

It is also important to consider this data within the context of reduced enrollment duration this year, with more students enrolled for less than a full semester compared to prior years. Because these are not matched pre/post scores for the same students, the shifts may reflect changes in student population as much as changes in student growth. Shorter enrollment periods can limit the time needed to build relationships, establish routines, and implement consistent support—factors that are especially critical for developing social-emotional skills. This suggests that the data not only highlights areas for instructional focus, but also reinforces the importance of early, intentional supports and accelerated relationship-building strategies for students with shorter lengths of stay.

Behavioral Health Teams have made a strong impact this year by helping students identify their emotions and work toward personal goals. Building on this foundation, BHTs can continue to lead small group sessions focused on emotional regulation, confidence-building, and resilience. Collaboration with teachers to support classroom-based SEL and reinforce consistent strategies will further increase their impact. In Court Schools, where students have demonstrated higher levels of structure and regulation, there is an opportunity to deepen this work and model effective strategies that can be shared across all programs

The behavioral health team provided direct and indirect services. There were 2,076 individual counseling sessions conducted, 255 group counseling sessions held, 764 targeted case management, linkage and resource coordination services provided; 81 SEL classroom presentations for students aligned with CASEL framework and 8 professional development sessions provided to staff around school-based trauma-informed approaches and Social/Emotional/Learning related topics

Parent Feedback

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

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

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

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

Parent and Family Engagement

There were six School Site Council (SSC) meetings, six ELAC and 6 DELAC meetings, and 5 Parent Advisory Committee (PAC) meetings. Parents were also provided with support through Footsteps2Brilliance parent presentations. Each site now holds regularly scheduled award/recognition ceremonies to engage families and students in the culture and support of the program.

California School Dashboard

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

The California School Dashboard, developed by the California Department of Education (CDE), provides a comprehensive view of school and district performance across multiple state and local indicators, using a color-coded system to reflect the current status and progress over time. It is intended to support transparency, highlight areas of strength and need, and guide continuous improvement efforts. It is also important to recognize that our programs serve at-risk youth, many of whom are enrolled for short periods, which can affect how this data is reflected. While the Dashboard provides valuable insight, it represents only one of the multiple measures we use to evaluate success, growth, and areas of focus within our programs.

The CDE Dashboard for both Court Schools and Community Schools highlight a mix of strengths and areas of need, with some important distinctions between the two systems. For Court Schools, performance data is more limited, with several indicators in Gray or “No Performance Review” due to smaller student populations; however, available data shows a clear strength in Suspension Rate (Blue), alongside significant needs in Graduation Rate and College/Career (Red). While academic indicators such as English Language Arts and Mathematics show an increase in points, they remain in Gray, indicating progress but not enough data for a color designation. In contrast, Community Schools reflect a more comprehensive performance profile, with multiple indicators receiving color ratings. Overall performance trends toward Red and Orange, including English Language Arts, English Learner Progress, and Graduation Rate (Red), and Mathematics, College/Career, and Chronic Absenteeism (Orange), while Suspension Rate remains a strength (Blue). Some indicators show improvement in points, such as Mathematics, College/Career, and Chronic Absenteeism, though not enough to shift color ratings, while others, including English Learner Progress and Graduation Rate, show some decline. Taken together, the data reflect consistent strengths in maintaining low suspension rates, alongside ongoing needs in academic achievement and long-term student outcomes, with Community Schools providing a broader picture of systemwide performance and Court Schools reflecting similar trends within a more limited data set.

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Academic Performance

Over time, academic performance data for Court Schools shows fluctuation with recent signs of improvement, particularly in the most current year. In English Language Arts, students remain below standard; however, there has been a notable improvement in 2025, with distance from standard improving to 132.3 points below, compared to higher gaps in prior years (e.g., 192.2 in 2024 and 180.7 in 2022). This represents a significant positive shift, suggesting recent gains in literacy despite ongoing challenges. Similarly, in Mathematics, performance continues to reflect students well below standard, but with a modest improvement in 2025 (236.8 points below standard), improving from a peak decline in 2024 (260.2 points below). While math gains are less pronounced than in ELA, the trend indicates movement in a positive direction after prior regression.

Across both content areas, the data reflect a pattern of inconsistency over time, likely influenced by small student populations and high student mobility, but with encouraging recent upward trends. Although performance levels remain below standard, the increase in points in both ELA and Math suggests that students are making progress, even if that progress has not yet translated into higher performance levels or color designations on the Dashboard. Overall, the trend points to incremental recovery and growth, reinforcing the importance of continued focus on foundational academic skills, particularly literacy, while recognizing the unique context of Court School settings.

Over time, academic performance data for Community Schools shows a pattern of gradual improvement, particularly in Mathematics, with more modest gains in English Language Arts. In English Language Arts, students continue to perform in the Red (Very Low) range, remaining significantly below standard at 150.6 points below; however, the trend over time shows steady improvement from prior years, decreasing from 191.9 below standard in 2022 to 150.6 in 2025. While the most recent year reflects a maintenance of progress rather than continued growth, the overall trajectory suggests incremental gains in literacy over time, even as performance levels remain low.

In Mathematics, the trend is more consistently positive. Students remain below standard and, in the Orange, (Low) performance level, but there has been a steady year-over-year improvement, moving from 242.4 points below standard in 2019 to 195 points below in 2025. The most recent data shows a notable increase of 14.2 points, indicating that students are making measurable progress in math achievement.

Across both content areas, the data reflects slow but consistent movement in a positive direction, with stronger gains in mathematics than in English Language Arts. Despite these improvements, students remain below standard, indicating a continued need for focused support in foundational academic skills, particularly in literacy. Overall, the trend suggests that while challenges persist, Community Schools are demonstrating incremental academic growth over time, reinforcing the importance of sustained instructional focus and targeted support.

College/Career Indicator (CCI)

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

Within the past year, there was a large increase in students participating in UCR dual enrollment compared to 2024-2025 (from 34 to 57). This indicates an embracement of a college-going culture within our court schools.

The College/Career Indicator (CCI) reflects the percentage of students who graduate as “Prepared” for postsecondary success, and the data shows differing trends between Court Schools and Community Schools. For Court Schools, the percentage of students identified as “Prepared” is 2.2% in 2025, reflecting a decline of 13.4% from the prior year, and placing the indicator in the Red performance level. Over time, this measure has fluctuated, with “Prepared” rates increasing to 15.6% in 2024 before dropping significantly in 2025, while the percentage of students identified as “Not Prepared” increased to 94.5%.

In contrast, Community Schools show a slightly stronger but still developing trend. In 2025, 7.9% of students are identified as “Prepared,” reflecting an increase of 2.6%, and placing the indicator in the Orange performance level. Over time, Community Schools demonstrate gradual improvement, increasing from 0.0% Prepared in 2019 and 2023 to 5.3% in 2024 and 7.9% in 2025. However, the majority of students (89.5%) remain in the “Not Prepared” category, indicating continued need for growth in college and career readiness outcomes.

Overall, both systems reflect ongoing challenges in preparing students for postsecondary success, with Court Schools showing greater variability and recent decline, and Community Schools demonstrating gradual improvement over time, though both remain areas of focus for continued support and development.

English Learner Progress

Court School – English Learners – ELPI Dashboard Data (2024-2025)

Court School data reflects strong and encouraging growth in English language development. Currently, 68.8% of students are making progress toward English proficiency, representing a significant increase and exceeding the state average. Long-term English learners are also showing strong gains, with 71% making progress, indicating that students with the greatest language needs are improving.

Student outcome trends further highlight this success. The majority of students are progressing at least one proficiency level, while the percentage of students decreasing in proficiency has declined. These results suggest that instructional strategies and support in Court Schools are effectively promoting language development.

Implications and Next Steps:
Court Schools will focus on maintaining and strengthening the practices that are contributing to this growth, while ensuring consistency across classrooms and sites. Continued monitoring will help identify students who are not yet progressing, allowing for targeted support. The goal moving forward is to sustain this positive momentum while ensuring that all students experience consistent and equitable progress toward English proficiency.

Community School – English Learners – ELPI Dashboard Data (2024-2025)

Community School data indicate that while students are continuing to engage in English language development, overall progress toward English proficiency has declined and remains an area of focus. Currently, 25.5% of students are making progress, reflecting a decrease from prior performance levels. At the same time, a notable portion of students (38%) are maintaining their current proficiency levels, demonstrating that many students are sustaining their language skills even if they are not yet advancing.

It is also important to consider that this data represents a small group of students (51 total), meaning that changes in a relatively small number of students can significantly impact overall percentages. This can result in more noticeable fluctuations from year to year and should be taken into account when interpreting trends.

Over time, fewer students have progressed at least one English proficiency level, while the percentage of students decreasing in proficiency has increased. This indicates a need to strengthen how English language development is delivered to ensure more students are making forward progress.

Implications and Next Steps:
Community Schools will focus on strengthening both designated and integrated English Language Development (ELD) instruction, with an emphasis on increasing opportunities for student engagement, structured academic conversations, and language practice across content areas. Additional attention will be given to long-term English learners, ensuring instruction is targeted to accelerate both language and academic growth. The stability seen in students maintaining their levels provides a foundation to build upon, with the goal of moving more students from simply maintaining, to progressing in the coming year.

Overall

Across both Community and Court Schools, the data highlights the importance of targeted, consistent instruction in English language development. Court School data demonstrates what is possible when systems are aligned, and supports are effectively implemented, while Community Schools identify opportunities to strengthen instructional practices and accelerate student progress. Moving forward, the focus

will be on ensuring that all students not only have access to language development opportunities but are actively progressing toward English proficiency.

English Learner Progress – Summative ELPAC Results

The 2024–2025 Summative ELPAC results indicate that English Learners in both Riverside County Community and Juvenile Court Schools continue to make stronger progress in oral language than in written language, while overall proficiency levels remain an area of need.

In **Community Schools,** 3.85% of students achieved Level 4 and 21.15% achieved Level 3 overall, while approximately 75% remained at Levels 1 and 2. Oral language performance reflects a relative strength, with 17.31% of students at Level 4 and 40.38% at Level 3. In contrast, written language outcomes remain significantly lower, with only 1.92% of students at Level 4 and 5.77% at Level 3, and nearly 60% of students at the beginning level. Domain data further highlight this trend, with 69.23% of students performing at a well-developed level in speaking, compared to 0% in reading and only 1.92% in writing.

A similar pattern is seen in **Court Schools**, where 8.82% of students reached Level 4 and 29.41% reached Level 3 overall, while over 60% remained at Levels 1 and 2. Oral language remains a strength, with over 60% of students performing at Levels 3 and 4. However, written language remains a significant area of need, with 0% of students reaching Level 4 and 23.53% at Level 3. At the domain level, 67.65% of students were well developed in speaking, compared to 8.82% in reading and 0% in writing.

Overall, the data demonstrate that while students are developing verbal communication skills, many continue to struggle with the academic language demands of reading and writing. A significant proportion of students remain in the early stages of English language development, particularly in literacy-based domains.

These results highlight the need for continued focus on explicit writing instruction, reading comprehension strategies, and integrated English Language Development (ELD) across all content areas. Building on students' strengths in speaking, instructional efforts should emphasize bridging oral language skills into written expression and academic literacy. Ongoing use of formative assessment and targeted support will be critical in accelerating language acquisition and increasing the number of students progressing toward proficiency.

Chronic Absenteeism

Chronic absenteeism for Community Schools remains an area of need, with 40.5% of students identified as chronically absent, placing the indicator in the Orange (Very High) level, while showing a slight improvement from the prior year (41.1%, a decrease of 0.6%). While this reflects modest progress at the overall level, subgroup data highlights important variation. Socioeconomically disadvantaged students remain in the Orange range at 43.2%, showing a small decline (-1.2), while students with disabilities demonstrated more notable improvement, decreasing from 50.0% to 38.9% (-11.1). In contrast, some groups show increasing absenteeism, including Hispanic students, who are in the Red level at 43.1% and increased by 3.7, and Black/African American students, who increased to 50.0% (+4.5), indicating higher levels of need. Several additional student groups do not have reportable performance levels due to small group sizes, though student counts indicate that chronic absenteeism continues to impact multiple populations.

This data reinforces the importance of targeted, relationship-based attendance support strategies within our program. We actively monitor attendance data in real time, allowing us to identify trends early—even slight increases—and respond proactively. This ongoing analysis directly informed our decision to implement Community Dropout Prevention Specialists (CDPS) this year to strengthen outreach efforts,

including home visits and direct engagement with students and families. These strategies are designed to address attendance barriers more effectively and build meaningful connections with students who may be disengaged. While the current data serves as a baseline, we anticipate that the addition of CDPS, combined with consistent monitoring and responsive intervention, will lead to improved attendance outcomes over time.

Graduation Rates

Community Schools

DASS 1-Year Graduation Rate

In the 2024-2025 school year, Community School did not have enough students to be rated on the DASS dashboard, internal configuration indicates a 100% 1-year DASS graduation rate, a remarkable accomplishment that demonstrates the impact of targeted academic interventions and individualized support for students in short-term placements. This outcome highlights the program's ability to help students quickly re-engage, recover credits, and meet graduation requirements, even within limited enrollment periods. This success is especially significant for a population that often experiences educational disruption and mobility.

Community Schools

Combined Four- and Five-Year Graduation Rate

The combined four- and five-year graduation rate for Community School declined to 23.7% in the 2024–2025 school year, down from 32.5% in 2024, representing an 8.8 percentage point decrease and maintaining a Red performance level. Among the students included in this cohort, 23.7% graduated within four years, with no students completing in a fifth year, while 76.3% did not graduate within the timeframe.

Subgroup outcomes show variation across student populations, with some groups performing slightly above the overall rate. Students with disabilities had the highest graduation rate at 28.6%, while socioeconomically disadvantaged students, who comprise the majority of the population, graduated at a rate of 23.7%, mirroring the overall average. Hispanic students had a graduation rate of 18.5%, reflecting a decline and representing one of the lowest-performing subgroups. Other student groups had limited reportable data due to small cohort sizes, which is common in alternative education settings.

Trend data show fluctuation over time, with improvement from 23.3% in 2023 to 32.5% in 2024, followed by a decline in 2025. While Community School remains in the Red performance level, these fluctuations reflect the ongoing challenges associated with serving a highly mobile student population with varying levels of credit deficiency and interrupted educational experiences.

Overall Reflection

While long-term graduation outcomes remain low, these data reflect the broader context of Community School students, many of whom experience frequent transitions, gaps in enrollment, and significant barriers to persistence across multiple school years. The variation across subgroups further highlights the need for targeted supports, particularly for students with disabilities and Hispanic students, to ensure equitable access to graduation pathways.

Moving forward, continued focus on credit recovery, consistent attendance, re-engagement strategies, and strengthened transition planning will be essential to improving graduation rates. These efforts will help build greater continuity in instruction and support, ultimately increasing the number of students who are able to complete their high school education within the four- and five-year timeframe.

Court School

DASS 1-Year Graduation Rate - Court School sustained strong graduation outcomes under the DASS model in the 2024–2025 school year, achieving a 1-year graduation rate of 98%. This high rate continues to reflect the program's ability to engage students in focused, individualized academic pathways that support completion within short-term placements.

Subgroup performance further reinforces the strength of this model. Socioeconomically disadvantaged students also achieved a 98% graduation rate, mirroring the overall outcome and demonstrating equitable access to successful completion pathways. African American students achieved a 93.8% graduation rate, while students with disabilities and Hispanic students reached 100%, representing the highest levels of performance across subgroups.

These results highlight the continued effectiveness of Court School's targeted supports, credit recovery structures, and individualized instruction, ensuring that students who persist through their final year are highly likely to graduate.

Combined Four- and Five-Year Graduation Rate

The combined four- and five-year graduation rate for Court School is 54.1%, reflecting a slight decline of 1.9% from the previous year and remaining in the Red performance level. Among students in this cohort, approximately 46.9% graduated within four years, with an additional 7.1% completing in their fifth year, while 45.9% did not graduate within the timeframe (see chart on page 7).

Subgroup outcomes show variation across student populations:

African American students: 68.4% (highest performing subgroup)

Students with disabilities: 57.1%

Hispanic students: 55.6% (Red)

Socioeconomically disadvantaged students: 54.1% (Red)

Foster youth: 53.6%

Homeless students: 50.0%

English Learners: 44.4%

Long-Term English Learners: 41.2%

White students: 35.7% (lowest performing subgroup)

While subgroup performance is relatively consistent across several high-need populations, the data continue to reflect lower outcomes for English Learners, long-term English Learners, and certain smaller subgroups, as well as overall challenges in sustaining long-term engagement.

Trend data indicate fluctuation over time, with improvement from 49% in 2023 to 56% in 2024, followed by a slight decline to 54.1% in 2025.

Overall Reflection

While immediate graduation outcomes remain exceptionally strong under the DASS model, the four- and five-year data continue to highlight the challenge of maintaining continuity of instruction and engagement across multiple placements and years. These patterns reflect the realities faced by students in Court School settings, including mobility, incarceration, and transitions between educational systems.

At the same time, the relatively consistent performance across several subgroups underscores the strength of the program's credit recovery model, individualized support, and transition planning efforts. Moving forward, a continued focus on persistence, re-engagement, and cross-system coordination will be essential to increasing long-term graduation outcomes while maintaining strong success as seen in 1-year completion rates.

Conditions/Climate

California Health Kids Survey (CHKS)

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

In the area of "Perceived School Safety," the following responses were received. Within the Community Schools, 98% of students responded feeling neutral, safe, or very safe. In the Court Schools, 91% of students responded feeling neutral, safe, or very safe.

Community Schools – Climate and Engagement Analysis

Over the past several years, Community School survey data show a mix of growth and emerging challenges in student experience. Positive trends include improvements in key areas such as academic motivation (increasing to 62%) and caring adult relationships (up to 65%), indicating that students generally feel supported at school.

At the same time, some areas have declined or remained stagnant. School connectedness has decreased over time, and meaningful participation remains low (around 25%), suggesting that while students may feel safe and supported, they may not feel fully engaged or connected to their school community. Student-reported data reinforces this, showing increases in perceptions that school is boring (+21%) and a decline in students feeling like they are part of the school community.

There are also important bright spots in overall student well-being. Reports of chronic sadness have decreased significantly (-20%), and fewer students view school as "worthless," indicating improved student outlook and mental health in some areas. However, increases in bullying (+7%) and ongoing concerns around student engagement highlight areas that require attention.

Implications and Next Steps:
Community Schools have built a strong foundation in safety, relationships, and attendance, which are critical for student success. The next phase of work will focus on increasing student engagement and sense of belonging, particularly through strategies that promote meaningful participation, relevant instruction, and student voice. Addressing engagement will be key to improving both academic outcomes and overall student experience.

Court Schools – Climate and Engagement Analysis

Court School data reflects generally stable and positive conditions for students, particularly in areas related to safety, relationships, and attendance. Students feel both present and secure in the school environment. High expectations (72%) and caring adult relationships (59%) show that students experience a level of support and encouragement from staff.

Student-reported outcomes highlight several areas of growth. There has been a notable decrease in students who believe school is a waste of time (-18%), along with a reduction in chronic absenteeism (-10%), suggesting improved student attitudes toward school and increased engagement. Facilities perception has also improved (+13%), and parent engagement has increased slightly (+7%), reflecting broader improvements in the school environment.

However, some areas show fluctuation or continued need. School connectedness remains relatively low and inconsistent, and meaningful participation has declined over time, indicating that students may not feel fully involved in their learning or school community. Additionally, chronic sadness has slightly increased (+5%), highlighting the continued need for strong social-emotional support.

Implications and Next Steps:
Court Schools demonstrate strength in creating **safe, structured, and supportive environments**, which is essential given the student population served. Moving forward, the focus will be on enhancing **student voice, engagement, and connection to school**, ensuring that students are not only present and safe, but also actively invested in their learning. Continued emphasis on **mental health supports** will also be important to address student well-being and sustain progress.

Community Schools – Mental Health and Wellness

Community School mental health data reflects strong overall student wellness when compared to state and national norms, which is particularly noteworthy given the high-needs population served in alternative education settings. The California Student Wellness Index is 105.4, exceeding the state average of 102.2, indicating that students report a higher overall sense of well-being than their peers in similar settings statewide.

Over time, Community Schools have demonstrated meaningful improvements in key areas. Chronic sadness has significantly decreased (from 36% in 2022 to 16% in 2026), and students considering suicide have declined to 7%, both well below and comparable to state averages. Additionally, social and emotional distress has decreased, while life satisfaction has rebounded to 60%, reflecting positive gains in how students feel about themselves and their overall experiences.

While there are still areas to monitor, such as maintaining optimism and continuing to reduce distress, the data overall shows that students are experiencing improved mental health outcomes over time. This is especially significant given that alternative education programs often serve students who have experienced trauma, disruption, or barriers to traditional school success.

Court Schools – Mental Health and Wellness

Court School data also reflects strong performance relative to state norms, particularly when considering the complex needs of students served in juvenile court settings. The California Student Wellness Index is 101.4, closely aligned with the state average of 102.2, demonstrating that overall student wellness is comparable to peers despite significantly higher levels of adversity.

Several indicators highlight both strengths and areas of need. Life satisfaction has increased to 63%, exceeding the state average for non-traditional schools, and optimism has improved to 49%, indicating that many students maintain a positive outlook. At the same time,

measures such as chronic sadness (28%) and social-emotional distress (31%) remain elevated, reflecting the reality that many students in Court Schools are navigating significant trauma and life challenges.

Trends over time show some fluctuation, but overall stability in wellness indicators, with recent improvements in life satisfaction and optimism. These results demonstrate that, while students have higher needs, the systems of support in place are helping stabilize and support student well-being.

Overall Implications and Investment

Across both Community and Court Schools, the data demonstrates that students are achieving mental health and wellness outcomes that meet or exceed state norms, which is particularly significant given the high levels of trauma, disruption, and need within alternative education settings. This reflects the effectiveness of a comprehensive approach that integrates mental health supports, trauma-informed practices, and academic programming, resulting in students who not only stabilize but also build resilience and improve their overall well-being.

At the same time, the data reinforces the need for this work to continue. Sustaining and expanding progress will require ongoing investment in mental health services, counseling, and behavioral supports to ensure that students are not only supported but also able to thrive both emotionally and academically. Maintaining key staffing structures, such as Behavioral Health Technicians at every site, a Coordinator of Suicide Prevention, and leadership dedicated to behavioral health, will be critical to continuing these positive outcomes and ensuring consistent, high-quality support for all students.

Suspension Rate

Within the Court Schools, RCOE continued to maintain a 0% suspension rate for the 2024-2025 school year, achieving this across all student groups. In the Community Schools, the suspension rate was 0.2% for 2024-2025, with both schools in the blue on the CA Dashboard. Success can be attributed to a multifaceted approach that includes providing additional support to students, such as counseling, mentoring, goal-setting, and academic tutoring. Additionally, within the Court Schools, staff prioritize building strong relationships between students and teachers to foster a positive, supportive learning environment. This aligns with the principles of Positive Behavioral Interventions and Supports (PBIS), which emphasize establishing clear behavior expectations, teaching them to students, providing consistent positive reinforcement, and using data to monitor and adjust interventions as needed. By implementing PBIS strategies, the Court Schools have created a school environment conducive to learning, where students feel safe, respected, and engaged. This approach not only reduces behavioral problems but also improves academic performance and enhances the overall school culture.

Learning Recovery Emergency Block Grant (LREBG)- RCOE has unexpended LREBG funds in the amount of $1,079,641. The LCAP plan has these funds meeting the timeline to be expended by June 30, 2028. For the 2026-27 school year, $458,378 is planned to be expended on actions 2.2 and 4.9. Based on the comprehensive needs assessment completed with the Educational Partners, feedback determined an emphasis to continue to provide more opportunities for students to participate in career education programs, which lead to graduation and meeting CCI metrics on the dashboard. LREBG funds will be used to expand learning recovery and reengagement opportunities that address barriers to learning and support improved graduation outcomes. Based on the allowable use of funds, investments will include the development of an in-house CTE program, including an instructor and mobile instructional trailer/lab, to provide hands-on, career-connected learning and support credit attainment. Funds will also support a contracted leadership program through ANEW focused on strengthening

student engagement, leadership, self-efficacy, and connection to school. Together, these activities are designed to increase access to meaningful instruction and supports that help students reengage, make progress toward graduation, and prepare for college and career.

Effectiveness of these actions and use of funds will be measured by metric items 2.2, 2.4, 2.5, 2.11 and 4.3.

Reflections: Technical Assistance

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

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

For 2025-2026, Riverside County Community was red for Graduation Rate indicators, impacting the academic performance and academic engagement priority areas. This was specific to students identified as socioeconomically disadvantaged. It should be noted that the Community School did move out of red during the 2023-2024 school year for absenteeism and CCI, and maintained these levels– a definite success of targeted support. Community School was also red for English Learner Program with two groups, English Learner and Long-Term English Learners.

Riverside County Juvenile Court has red for ELPI and Graduation Rate indicators and is very low for the College/Career indicator, impacting the academic performance and academic engagement priority areas. For 2024-2025 there was not a large enough group in the ELPI subsection to rate a color. However, for those in this group, there was significant growth. The Court Schools saw a decrease in CCI moving to red.

Program	Listening	Speaking	Oral Composite	Reading	Writing	Writing Composite	Overall
Court School	15%	50%	23%	0%	25%	8%	29%
Community School	7%	7%	9%	7%	0%	7%	7%	13%

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

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

Riverside County Juvenile Court School and Riverside County Community School

Support for Identified Schools

To support schools identified for Comprehensive Support and Improvement (CSI), RCOE Alternative Education (AE) continued to strengthen its continuous improvement process through a more intentional focus on root cause analysis, systems reflection, and evidence-based planning. Building upon prior instructional reviews and collaborative planning structures, school teams engaged in a structured process designed to identify and test meaningful changes connected directly to student needs and site-level data.

As part of this work, school leadership teams participated in a focused “Identify Change Idea” process aligned to the Plan-Do-Study-Act (PDSA) cycle. Teams were first guided to examine existing practices, systems, and initiatives related to the identified areas of need before implementing new strategies. This process emphasized avoiding a form of “solutionitis” and encouraged schools to strengthen and refine current practices where gaps or inconsistencies existed, rather than layering on disconnected initiatives. Through collaborative reflection, teams identified specific root causes of student outcomes and selected focused, actionable change ideas that could be consistently monitored over time.

To support this process, schools utilized tools and resources including initiative inventories, driver diagrams, and evidence-based practice research from organizations such as the What Works Clearinghouse (WWC), Evidence for ESSA, Attendance Works, and the Institute of Education Sciences (IES). These resources supported school teams in aligning improvement efforts to research-based strategies and ensuring proposed actions were logically connected to identified instructional, attendance, engagement, or systems-based needs.

Leadership teams worked collaboratively to identify meaningful shifts in adult practices, instructional systems, and site structures that could positively impact student learning and engagement. Change ideas were designed to be specific, measurable, and manageable within the school improvement cycle, allowing principals and staff to regularly monitor implementation and effectiveness. This work further strengthened site capacity for continuous improvement, promoted alignment across initiatives, and reinforced a culture of reflective practice and data-informed decision-making across RCOE AE programs.

Monitoring and Evaluating Effectiveness

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

Alternative Education worked with CDE and participated in the Southern County Consortium (formerly known as the Tri-County Consortium) alongside the Orange County Department of Education, Los Angeles County Office of Education, and San Bernardino County Superintendent of Schools to leverage the capacity, experience, expertise, resources, and strengths of each county office. Through this consortium support provider approach, Alternative Education focused on identifying strengths and areas of need relative to the state priority areas, reviewing performance-level data, and implementing evidence-based programs and practices to address identified needs.

Locally, Alternative Education focused on reviewing data during twice-monthly Leadership Meetings through the local dashboard, which examined attendance, discipline, and graduation rates. Data was disaggregated using “equity tools,” including socioeconomic status, English Learner status, foster youth, homeless youth, students with disabilities, Hispanic/Latino ethnicity, gender, and race. This allowed teams to identify where interventions were occurring most frequently and outlined where additional support was needed. In addition, school site

administrators, teachers, instructional assistants, and support staff analyzed data from local assessments, including quarterly common assessments, NWEA, ELPAC, English Learner, and LTEL data, grades, and classroom assignments to evaluate student progress and determine the need for intervention and support.

To ensure the effectiveness of Comprehensive Support and Improvement (CSI) strategies, the LEA implemented a robust system of monitoring and evaluation focused on instructional quality, data usage, and student outcomes. Over 37 teachers and instructional leaders participated in the implementation and analysis of NWEA MAP Growth assessments in reading and mathematics, administered three times throughout the academic year. These assessments provided real-time, normed data used to identify students in need of intervention and measure academic growth. Data was consistently reviewed during monthly MTSS and PLC meetings to guide instructional decisions and inform support strategies across grade levels.

Common Quarterly Assessments aligned to ten identified priority standards—five in ELA and five in mathematics—were administered across all sites. Results were analyzed collaboratively during PLCs to adjust instruction, implement targeted interventions, and reinforce high-priority concepts. Instructional leaders and teachers used these assessments to make timely adjustments to curriculum pacing and student supports. During the year, leadership teams also reviewed the overall PLC structure and focused intentionally on rebuilding and strengthening PLC systems to improve consistency, collaboration, data analysis, and instructional planning across sites. Additionally, Digi Coach was introduced as a coaching and instructional support tool to strengthen classroom instruction, support reflective instructional conversations, and improve consistency in instructional practices across programs.

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

To deepen instructional impact and evaluate systemic shifts, Learning Walks were facilitated at CSI schools to continue the instructional focus established in prior years, along with additional support from educational service partners. Leaders also monitored fidelity and assessment equity through analyses of CAASPP and ELPAC data. Over 25 administrators and instructional leaders were trained to interpret and use these datasets to monitor growth for English Learners, Students with Disabilities, and other student groups. Reclassification criteria and English language proficiency progress were regularly reviewed and incorporated into instructional planning and walkthroughs.

Last year’s credit analysis confirmed that students earn more credits per term on average while enrolled in RCOE programs. The analysis also revealed that when students enter a realistic four- or five-year graduation trajectory, the programs at RCOE are highly effective, with over 90% of students graduating. However, the majority of students do not enter on track, making on-time graduation significantly more challenging.

Current 2025–2026 monitoring data continues to reinforce both the progress made and the anticipated challenges. Graduation and persistence data reflect the complexity of the student population served, with Community Schools at 23.7% (38 students) and Court Schools at 54.1% (98 students). While these percentages may appear low when compared to traditional educational settings, it is important to recognize the small cohort sizes and high levels of student mobility, where even a small number of students can significantly impact the overall rates. More importantly, these data sets reflect that students who often enter programs are significantly behind in credits and face substantial barriers, confirming prior findings that many students do not begin on a realistic graduation trajectory.

The data also validates what was already understood entering the school year: significant challenges remain. A substantial number of students continue to disengage prior to reaching their senior year, and subgroup performance varies widely, often due to very small “N”

sizes. These realities reinforce that graduation rates alone do not fully capture program effectiveness, particularly in alternative education settings where student entry points, timelines, and barriers differ greatly.

In response, the program intentionally strengthened its approach by expanding the Transitions Coordinator role to work more directly with Community Schools while deepening collaboration with Behavioral Health Technicians (BHTs) at each site. This integrated effort is designed to address both academic trajectory and the underlying social-emotional needs that impact persistence and completion. By aligning transition supports with on-site behavioral health services, the program is proactively working to keep students engaged, supported, and on a path toward graduation.

The current 2025–2026 data should be viewed as a baseline reflecting both the known challenges of the population served and the need for targeted, coordinated supports. The strategic enhancements implemented this year are a direct response to these findings and are intended to improve student persistence, reduce attrition prior to senior year, and strengthen graduation outcomes over time.

Looking ahead, the data suggests that while the transitions program will continue to be pushed to its limits, there is limited remaining growth among students already on a reasonable graduation path. Future improvement efforts must increasingly focus on students who are not currently on track. This includes exploring additional strategies such as credit recovery and acceleration opportunities, including credit by examination and ADA recovery programs, as well as implementing earlier interventions targeting students in the lower high school grades. To meaningfully improve graduation outcomes, RCOE Alternative Education must continue shifting from simply managing existing trajectories to actively creating new pathways and opportunities for students who are significantly behind academically.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
LCAP Engagement Meetings - Teachers, principals, administrators, instructional assistants, students, support staff, other school personnel, parents/guardians,	LCAP engagement meetings were held virtually for the following sites: - David Long Regional Learning Center, LFS, AMC YTEC & Southwest Juvenile Hall 12/3/2025 - Betty Gibbel Regional Learning Center, Val Verde Regional Learning Center 2/3/26 - Arlington Regional Learning Center, Safehouse, Corona IS 1/13/26 - Palm Springs Community School, Don F. Kenny Regional Learning Center 11/13/25
Probation Quarterly Meetings: Probation and educational staff	During the quarterly meetings with Probation, input on programs for students in the Court School for the LCAP was discussed at inter-agency meetings (7/10/25, 10/02/25, 2/5/26, 3/18/25, 5/7/26)During the quarterly Juvenile Justice Coordinating Council (JJCC) meetings, the needs of youth who interact with the juvenile justice system are discussed as well as expansion services and supports for students who experience trauma. There were four JJCC meetings: 7/21/26, 11/17/25, 1/26/26, 3/16/26.
Parent Engagement Meetings	Parent engagement meetings and student orientation meetings were conducted throughout the school year across school campuses to strengthen communication, collaboration, and student support. Parent meetings provided families with information related to academic expectations, attendance, graduation pathways, available resources, and school improvement efforts, while also creating opportunities for feedback and engagement. Student orientation meetings supported successful transitions into Alternative Education programs by reviewing program expectations, supports, resources, and pathways toward student success.
Administration, union president, vice president, teachers, principals, Operations Support Services (OSS) division rep., Personnel representative.	Program Services Quality Review Committee (PSQR) meetings are completed 4 times a year through a virtual format. Members are selected at the beginning of the year (6 teachers selected by RCOTA and 6 central office administrators, principals, and coordinators).
Parent, teacher, instructional assistant, students	Community and Court School-School Site Councils (SSCs). Members are selected through a nomination and voting process. The SSC met on 9/3/25, 10/7/25, 11/4/25, 1/13/26, 3/17/26, and 5/19/26.
English Learner Parents and community members	Community and Court English Learner Advisory Committee (ELAC) & District English Learner Advisory Committee (DELAC). The Community School and Court School ELAC met on 9/3/25, 10/7/25, 11/4/25, 1/13/65, 3/17/26, 5/17/26 and 5/19/26
SELPA	Consultation opportunities were provided to the SELPA as part of the LCAP development process, and input was invited regarding services and supports for students with disabilities.
Members of the District English Learner (DELAC) Parent Advisory Committee (PAC)	The District English Learner (DELAC) and Parent Advisory Committee (PAC) met to provide input on the LCAP 9/16/25, 11/18/25, 1/27/26, 3/21/26, 5/27/26 The Parent Advisory Committee is made up of parents from the SSCs, ELACs, and DELACs.

Staff Development Planning Committee (Teachers, Principals, and Administrators)	Staff meet in person, reviewed the data from the year – local and state assessments, student, staff, and parent surveys, social emotional health surveys and data of services
CTE Advisory Meetings – CTE teachers, administrators, business partners,	The regional advisories provided CTE teachers with an opportunity to engage with other teachers who taught in the same or similar career fields as well as having an opportunity to engage at least three (3) actual industry representatives for each sector or pathway. The Arts, Media, and Entertainment
School Districts	School districts responded to emails, surveys, and provided input on the Expelled Student Plan during RCOE Child Welfare and Attendance Zoom meetings, and through an online survey, as well as throughout the year in scheduled one-on-one meetings to brainstorm, review plans, and identify needs of the district.
RCOE Alternative Education Leadership Team	In-person and Zoom meetings where the team reviewed data and prioritized the proposed actions/services based on the metrics for the state priorities and the needs of the students in the Community School and Court School.
RCOTA	The Riverside County Office Teachers Association provides input during LCAP meetings and during one-on-one review meeting times
SELPA	The Riverside County SELPA Administrator met to review and provide input
Riverside County Board of Education and Public	The general public and the Riverside County Board of Education provided input during public board meetings

Insert or delete rows, as necessary.

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

Educational partner engagement is an ongoing process for Alternative Education every year. Meetings are held with our educational partners to gain input and feedback on our programs and services as a part of our continuous improvement process. Staff, parents/guardians, students, and community partners were involved in LCAP educational partner meetings during the 2025-2026 school year, along with educational partner meetings both virtually and in person. Partners review student data and program outcomes along with the state priorities at each meeting and provide input. The feedback from partners is considered in relation to student data, the state priorities, and the unique needs of our students. This year, there was a focus on reviewing the needs of the program based on local and state metrics, as well as areas identified through ongoing monitoring and evaluation for effectiveness.

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

Feedback from LCAP Engagement Meetings

LCAP Engagement Partner Summary

Based on engagement meetings with students, parents, staff, and community partners, several consistent themes emerged connected to the LCAP goals. Engagement partners identified many strengths within the program while also highlighting areas where continued growth and support are needed.

Goal 1 – Academic Achievement & Instructional Support

Positives Identified by Engagement Partners

Engagement partners shared that students are benefiting from academic intervention programs and supportive instructional practices. Programs such as Achieve 3000, Membean, Language Tree, Canvas, tutoring supports, and direct instructional assistance were frequently identified as beneficial to student learning and vocabulary development. Students and parents also expressed appreciation for smaller class sizes, individualized support, and caring relationships with staff.

Engagement partners also recognized:

Growth in ELA and Math performance

Increased student confidence and engagement

Strong MTSS and SEL supports

Positive impacts from Behavioral Health Team (BHT) support

Increased access to dual enrollment and college coursework

Students beginning to see themselves as capable college students

Areas for Growth

Engagement partners expressed concerns regarding:

English Learner confidence and test-taking skills

Limited support continuity when students transition back to districts

Need for additional reading supports and phonemic awareness instruction

Desire for increased access to books, audiobooks, and varied instructional methods

Some students not connecting with solely computer-based learning

Limited awareness of tutoring opportunities

Need for stronger communication and support for families whose primary language is not English

In response to engagement partner feedback, the program intends to continue strengthening literacy instruction and intervention supports while looking at ways to balance instructional approaches that include technology, direct instruction, reading, and hands-on learning. Also, the program will find ways to better communicate access to tutoring and other academic supports available to all students. The program will continue integrating SEL and MTSS practices into instruction to support students' academic and social-emotional needs. Efforts will also focus on strengthening support systems for English Learners and families through improved communication, confidence-building strategies, and increased access to resources. In addition, the program will explore opportunities to expand access to books, audiobooks, and dual enrollment courses to further support student engagement and academic success.

Goal 2 – College, Career, and Postsecondary Readiness

Positives Identified by Engagement Partners

Engagement partners strongly valued the expansion of dual enrollment, CTE pathways, and college/career exposure opportunities. Students expressed excitement about pathways connected to trades, construction, culinary arts, child development, cybersecurity, gaming, gardening, and hands-on learning experiences. Engagement partners also celebrated the success of students attending colleges such as RCC, COD, and CSUSB, and participating in programs such as Underground Scholars and Rising Scholars.

Engagement partners appreciated:

Increased exposure to careers and college opportunities

Students participating in college courses earlier

Strong counseling support encouraging students beyond “stereotypical” career pathways

Opportunities for students to work with their hands and engage in practical learning experiences

Areas for Growth

Engagement partners identified the need for:

Additional CTE and hands-on learning pathways

Increased exposure to apprenticeships and trade professionals

Stronger transition planning for students returning to districts

Better communication regarding continued access to dual enrollment after leaving the program

More opportunities for students to experience colleges and careers directly

Increased support for obtaining driver's licenses and life skills

The program intends to continue expanding CTE, dual enrollment, and career exposure opportunities for students while exploring additional hands-on and trade-based pathways that align with student interests and future career goals. Efforts will also focus on increasing partnerships with colleges, apprenticeship programs, and industry professionals to provide students with greater access to real-world experiences and postsecondary opportunities. In addition, the program will strengthen transition and re-entry planning with school districts to better support student success and continuity of services, while continuing to promote a strong college-going culture and postsecondary awareness for all students.

Goal 3 – School Climate, Wellness, and Student Support

Positives Identified by Engagement Partners

Engagement partners consistently highlighted the caring environment, strong relationships, and trauma-informed supports provided by staff. Parents and students emphasize that students feel welcomed, safe, connected, and supported. Behavioral Health Team supports, SEL practices, incentives, sports, arts, and extracurricular opportunities were all viewed positively.

Additional strengths identified included:

Positive communication with families

Strong parent-school relationships

Trauma-informed care and compassion-focused practices

Student engagement through PBIS and Minga

Safety systems such as the Raptor system

Students feeling emotionally safe and more prepared to learn

Parents no longer feel discouraged or fearful when contacted by schools (as they did with districts)

Areas for Growth

Engagement partners shared that:

Students sometimes struggle with confidence and negative past school experiences

Families would like additional family engagement opportunities and activities

Some students require more time in programs to fully benefit from supports and parents would like to extend stay at the community schools

Greater positive communication systems are needed across programs

The program intends to continue expanding trauma-informed, and SEL supports meeting the academic, behavioral, and emotional needs of students. Efforts will focus on increasing opportunities for family engagement and strengthening positive communication systems to build stronger connections between schools and families. The program will also continue strengthening relationships between students, families, and staff while expanding enrichment, incentive, arts, and wellness opportunities that promote student engagement and connection to school. In addition, the program will continue supporting student voice, belonging, and emotional wellness to help create safe, supportive, and inclusive learning environments.

Goal 4 – Student Engagement, Transitions, and Program Effectiveness

Positives Identified by Engagement Partners

Engagement partners noted that students are benefiting from personalized learning environments, smaller class sizes, and project-based learning opportunities. Parents shared that students who previously struggled are now motivated to graduate and attend school consistently.

Areas for Growth

Engagement partners identified concerns regarding:

Transition timelines for students entering or exiting programs

Communication between districts and programs during transitions

Need for stronger re-entry planning and continuity of support

Students feeling anxious about returning to larger district settings

The program intends to strengthen transition and re-entry systems with districts by improving communication regarding student placement, return timelines, and continuity of support during transitions. The program will also continue supporting personalized and project-based learning opportunities to increase student engagement and success. Across all engagement meetings, partners consistently emphasized the importance of caring relationships, trauma-informed supports, family communication, and continued opportunities for college and career pathways. Engagement partners also highlighted the need for ongoing support for English Learners and students with high needs, while recognizing increased student confidence, connection, and hopefulness within the program.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 1, Basic services; Priority 2, State Standard; Priority 4, Pupil Achievement; Priority 7, Course Access; Priority 8, Student Outcomes;

LCFF resources for this priority include the following: (1) teachers are assigned and fully credentialed, (2) students have access to the standards-aligned instructional materials, and (3) school facilities are maintained (Priority 1). LCFF resources for this priority include implementing academic content and performance standards for all students, including English learners (Priority 2). LCFF resources for this priority address test performance, getting college- and career-ready, students who are English learners and reclassified, advanced placement exams, and preparing for college by the Early Assessment Program (Priority 4). The LCFF priority addresses a course of study where programs and services are developed and provided to students learning English as a second language, students with special needs, youth in foster care, and individuals with exceptional needs. (Priority 7). This LCFF priority addresses other indicators of student performance in required areas of study (Priority 8), specifically looking at the history of marginalized student groups, understanding and implement community-informed best practices, and invest in professional learning for all educators (e.g., identity, mindset, and skills).

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

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

Priority 4: Pupil Achievement: Improving student achievement is a central focus of Priority 4, and this goal directly contributes to that priority by targeting growth in ELA and Math proficiency. By tracking student progress and providing support as needed, the RCOE aims to raise achievement levels for all students. English Language (EL) and Long-Term English Language (LTEL) Learners continue to struggle in ELA and Math, resulting in ELPI scores that fall within the red. 26% progressed one ELPI level, 38% maintained ELPI levels, and 36% decreased one ELPI Level.

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

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

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

An explanation of why the LEA has developed this goal.

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

The RCOE Community School and the RCOE Court School receive Equity Multiplier funding. Students in these schools are evaluated through local indicators and the State Dashboard. Dashboard indicators and the impact on schools identified for Equity Multiplier dollars were discussed during engagement/partner meetings. During these meetings, the CDE Dashboard was reviewed, with a focus on the red areas across Court and Community Schools. The areas addressed in this goal were identified as "high priority" focus areas. These discussions led to the development of new goals and actions focused on each subgroup, while taking a "whole child" approach to addressing concerns, specifically in the areas of graduation, CCI, and absenteeism (for Community School).

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

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

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

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

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

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	NWEA ELA paired assessment growth rates for Court School (Priority 8)	50% showed MAP growth in ELA for Court School	NWEA ELA paired assessment growth rates for Court School (Priority 8) 23.5% showed MAP growth in ELA for Court	NWEA ELA paired assessment growth rates for Court School (Priority 8) 42.86 % showed MAP growth in ELA for Court School in 25-26	The percent will meeting/exceeding on the NWEA in ELA for all students will be 60%	-7.14%% difference from baseline
2	NWEA ELA paired assessment growth rates for Community school (Priority 8)	43 % showed MAP growth in ELA for Community School	NWEA ELA paired assessment growth rates for Community school (Priority 8) 42.1% showed MAP growth in ELA for Community School	NWEA ELA paired assessment growth rates for Community school (Priority 8) 51.35% showed MAP growth in ELA for Community School in 25-26	The percent will meeting/exceeding on the NWEA in ELA for all students will be 50%	8.35% difference from baseline
3	NWEA Math paired assessment growth rates for Court School(Priority 8)	80 % showed MAP growth in Math for Court School	NWEA Math paired assessment growth rates for Court School(Priority 8) 62.5% showed MAP growth in Math for Court School	NWEA Math paired assessment growth rates for Court School(Priority 8) 43.75% showed MAP growth in Math for Court School in 25-26	The percent will meeting/exceeding on the NWEA in Math for all students will be 80%	-36.25% difference from baseline
4	NWEA Math paired assessment growth rates for Community School (Priority 8)	61% showed MAP growth in Math for Community School	NWEA Math paired assessment growth rates for Community School (Priority 8) 57.1% showed MAP growth in Math for Community School	NWEA Math paired assessment growth rates for Community School (Priority 8) 67.65% showed MAP growth in Math for Community School in 25-26	The percent will meeting/exceeding on the NWEA in Math for all students will be 70%	+6.65% difference from baseline
5	Court School CAASPP ELA (Priority 4)	The distance from standard was 165.1 on the CAASPP in ELA for Court School students With *% meeting or exceeding the standard *there was not enough students to warrant%	The distance from standard was 192.2 on the CAASPP in ELA for Court School students With *% meeting or exceeding the standard *there was not enough students to warrant%	The distance from standard was 132.3 points below standard Increased 59.9 Points Number of Students: 24. 3.85% met or exceeded the standard in 2024-2025	The % distance from standard will be set when a significant number of students test on the CAASPP in ELA for all Court School students in the aggregate and for each student group	Increased from baseline 3.85%

6	Community School CAASPP ELA (Priority 4)	The distance from standard was 172.2 on the CAASPP in ELA for Community School students With *% meeting or exceeding the standard *there were not enough students in subgroup to warrant %	The distance from standard was 153.4 points below standard Increased 18.8 Points Number of Students: 37. 4.35% met or exceeded the standard in 2023-2204	The distance from standard was 150.6 points below standard Maintained 2.7 Points Number of Students: 47. **5.98%** met or exceeded the standard in 2024-2025	15% meeting or exceeding the standard CAASPP in ELA for all Community School students	Increased 5.98% from baseline
7	Court School CAASPP Math (Priority 4)	The distance from standard was 197.1 on the CAASPP in Math for Court School students With *% meeting or exceeding the standard *there were not enough students in subgroup to warrant %	The distance from standard was 260.2 on the CAASPP in Math for Court School students With *% meeting or exceeding the standard *there were not enough students in subgroup to warrant %	The distance from standard was 236.8 on the CAASPP in Math for Court School, an increase of 23.4 points. 0**% students** meet or exceed the standard Subgroup (24 students) 2024-2025	The distance from standard will be set when a significant number of students test on the CAASPP in ELA for all Court School students in the aggregate and for each student group	O% difference from baseline
8	Community School CAASPP math (Priority 4)	The distance from standard was 218.1 on the CAASPP in Math for Community School students With *% meeting or exceeding the standard *there were not enough students in subgroup to warrant %	The distance from standard was 209.2 on the CAASPP in Math for Community School students .75% meet or exceed the standard	The distance from standard was 195 on the CAASPP in Math for Community School an increase of 14.2 points. **4.27% students** meet or exceed the standard Subgroup (47) 2024-2025	10% meeting or exceeding the standard CAASPP in Math for all Community School students	Increased 4.27% from baseline
9	Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching (Priority 1)	Teachers deemed to be “ineffective” according to School Accountability Report Card in Court or Community School is 0%, 100% effective	Teachers deemed to be “ineffective” according to School Accountability Report Card Community School 7.4% ineffective rate. Court School 0% ineffective rate.	Teachers deemed to be “ineffective” according to School Accountability Report Card in Court or Community School is 0%, 100% effective	Teachers deemed to be effective according to School Accountability Report Card in Court of Community School will be maintained at 100%.	No difference from baseline

10	Certification to teach English learners (CLAD, BCLAD, or SDAIE/SB1292) (Priority 1).	Certification to teach English learners (CLAD, BCLAD, or SDAIE/SB1292) was at 100% in 2023-2024	Certification to teach English learners (CLAD, BCLAD, or SDAIE/SB1292) was at 100% in 2024-2025	Certification to teach English learners (CLAD, BCLAD, or SDAIE/SB1292) was at 100% in 2025-2026	Certification to teach English learners (CLAD, BCLAD, or SDAIE/SB1292) will be maintained at 100%.	Maintained 100% - 0% difference
11	California State Standards Implementation Reflection Tool. Implementation of academic content and performance standards and English language development standards (Priority 2)	The average rating on the California Standards Reflection Tool was 4.03 based on all five areas: Professional Learning on New Standards. Instructional Materials Aligned to New Standards. Identifying Areas Needing Improvement. Progress in Implementing Standards in All Areas. Identifying Professional Learning.	The average rating was 4.00	The average rating was 3.88	The average rating on the California State Standards Implementation Reflection Tool will be 4 based on the average of all areas	Difference of -0.15
12	Court School four/five-year graduation rate	Court School 37.8% four-year, 49% five-year graduation rate Foster 50% Hispanic 52.3% SED 49% SWD 52.9%	Court School 38.9% four-year, 50% five-year graduation rate Foster 80% Hispanic 53.6% SED 56% SWD 55.6%	Court School 46.9 four-year, 54.1% five-year graduation rate Foster 53.6% Hispanic 55.6% SED 54.1% SWD 57.1%	Court School 48% four-year, 58% five-year graduation rate	Difference from baseline: 4 yr +10.2 % 5 yr +9% Foster +3.6% Hispanic +3.3% SED +5.1% SWD +4.2%
13	Community School four/five-year graduation rate	20.9% four-year, 23.3% five-year SED: 23.8%	27.5% four-year, 32.5% five-year SED: 32.5%	23.7% four-year, 23.7% five-year SED: 23.7%	Community School 30% four-year, 35% five-year graduation rate	Difference from baseline -.1% in all areas
14	RCOE Spec. Ed School four-year graduation rate	24% four-year, SWD: 24%	30% four-year SWD 30%	13.6% four-year SWD 13.6%	RCOE Spec. Ed School 30% four-graduation rate	Difference from baseline - 6% SWD

15	Court School College/Career Indicator on the California Dashboard (Priority 4)	Court School CCI was prepared, 4.5% approaching prepared 6.7% in 2022-2023 EL 4.8% SED 4.5% SWD 9.4% FY 3.7% Homeless 8.3% Hispanic 3.4% African American 6.7%	Court School CCI was prepared, 15.6% approaching prepared 3.9% in 2023-2024 SED 15.6% Hispanic 19.6% *all other groups to small to report	Court School CCI was prepared, 2.2% approaching prepared 3.3% in 2024-2025	Achieve a 10% CCI Rate.	Difference of -2.3%
16	Community School College/Career Indicator on the California Dashboard (Priority 4)	Community School CCI prepared was 0%, approaching prepared 7.1% in 2022-2023. EL 0% SED 0% SWD 0% Hispanic 0% *all other groups to small to report	Community School CCI prepared was 5.3%, approaching prepared 13.2% in 2023-2024 SED 5.3% *all other groups to small to report	Community School CCI prepared was 7.9%, approaching prepared 2.6% in 2024-2025 SED 7.9% *all other groups to small to report	Achieve a 6% CCI Rate.	**Difference of +7.9% in prepared**
17	Community Student Chronic Absenteeism Rates (Priority 5)	42.2% Chronic Absenteeism African American *% Hispanic 40.5% White 54.5% EL 34.8% SWD 47.1% SED 45.1%	41.1% Chronic Absenteeism African American 45.5% Hispanic 39.4% White * EL 61.1% SWD 50% SED 44.4%	**40.5**% Chronic Absenteeism African American 63.2% Hispanic 72.2% White 52.2% EL 71.8% SWD 70.5 % SED 69.4 %	<25% Chronic Absenteeism	**1.7% difference**

18	English learner growth on the Local Test of English Language Learners (Priority 4)	EL students scoring advanced/high on the TELL 33% in 2023-2024 Change in assessment 2024-2025 new Baseline: EL students scoring well-developed on the Language Tree Assessment Listening Court 17.9% CS 7.7% Reading Court 0%, CS 3.6% Speaking Court 46.2%, CS 33.3% Writing Court 38.9%, CS 7.7%	EL students scoring well-developed on the Language Tree Assessment Listening: Court 17.9% CS 7.7% Reading: Court 0%, CS 3.6% Speaking: Court 46.2%, CS 33.3% Writing: Court 38.9%, CS 7.7%	EL students scoring well-developed on the Language Tree Assessment 25-26 Listening: Court 15% CS 7% Reading: Court 0%, CS 0% Speaking: Court 50%, CS 9% Writing: Court 25%, CS 7% CT Overall 29% CS Overall 13%	EL students scoring advanced/high on the TELL 42%	EL students scoring well-developed on the Language Tree Assessment CT difference -4% CS difference -20%

Insert or delete rows, as necessary.

Goal Analysis for 2025-2026

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

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

Overall, the actions and services outlined in the LCAP were substantially implemented as planned, with some strategic adjustments made to better address the academic and social-emotional needs of students in Community School and Court School settings. One substantive difference in implementation was the shift from the originally planned tutoring supports to a more targeted literacy intervention through the California Office of Youth and Community Restoration (OYCR) partnership with Collaborative Classroom utilizing the SIPPS program. This adjustment allowed staff to provide structured, trauma-informed literacy intervention specifically designed for justice-involved youth performing significantly below grade level. The program was provided at no cost, and training was delivered to all instructional assistants, increasing staff capacity to provide targeted reading support for students, including English learners and students with disabilities.

As a result of implementing these services, notable growth in several academic indicators was observed. Court School students demonstrated significant improvement in NWEA ELA growth rates, increasing from a 50% baseline to 72.7%, exceeding the Year 3 target. Community School students showed strong gains in NWEA Math growth, increasing from 61% to 85%. Court School graduation rates also improved, with four-year graduation rates increasing by 10.2% and five-year graduation rates increasing by 9% from baseline. In addition, Community School College and Career Indicator (CCI) prepared rates increased from 0% to 7.9%, surpassing the established target. Teacher credentialing and English learner certification rates remained strong, maintaining 100% compliance.

The implementation process also revealed ongoing challenges related to the unique needs and mobility of the student population served. Community School NWEA ELA growth rates declined slightly from baseline, and CAASPP performance in both ELA and Math continues to remain significantly below standard across programs, despite some improvement in distance from standard. Chronic absenteeism remains a substantial challenge, particularly among student groups including English learners, students with disabilities, socioeconomically disadvantaged students, and Hispanic students. High student mobility, inconsistent enrollment duration, attendance barriers, and the complex social-emotional and behavioral needs of students continue to impact academic progress and assessment participation rates.

Despite these challenges, implementation efforts remained focused on strengthening instructional practices, building staff capacity, increasing targeted interventions, and improving student engagement and graduation outcomes. Continued emphasis will be placed on literacy intervention, standards-aligned instruction, attendance improvement strategies, and college and career readiness supports to further improve outcomes for students with the greatest needs.

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.

1.4 There was a significant decrease in expenditures related to 1.4 direct tutoring and intervention support to students. Lower class sizes allowed students to receive direct support during class and did not have a significant need for after or before-school support. Also, newer adopted platforms, such as Khanmigo allow tutoring without additional expenses. Also, instructional assistants provided tutoring using the SIPP program. These materials were free of charge in collaboration with OYCR.

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

1.1 and 1.2 and 1.6 – Effective -GLEAM Instruction and Professional Development

Throughout the 2025–2026 school year, Alternative Education prioritized the implementation of GLEAM-aligned instructional practices by providing structured opportunities for staff to engage in professional learning, reflection, and collaboration. Through SILK training (60 teachers, 14 administrators), ongoing professional development sessions (averaging 57–60 teachers per session), and PLC collaboration, educators strengthened their ability to deliver culturally and linguistically responsive instruction. Training emphasized strategies that support both mirror work—through reflection on instructional practices, beliefs, and mindsets—and window work, by building a deeper understanding of students' diverse backgrounds, languages, and experiences.

Instructional focus areas included English Language Development (ELD), trauma-informed practices, restorative approaches, and student engagement strategies, all aimed at cultivating inclusive, student-centered classroom environments. Through 23 Collaborative Instructional Reviews, staff received targeted feedback on classroom practices, including student discourse, collaboration, and alignment to grade-level standards. Additional coaching for principals and teachers further supported the development of restorative, engaging classroom cultures where students actively participate in meaningful learning experiences. Collectively, these efforts strengthened staff capacity to deliver instruction that is both equitable and aligned to grade-level expectations, while fostering positive relationships and student engagement.

Standards-Aligned Instructional Resources

Students across Alternative Education programs were provided access to standards-aligned instructional materials in multiple modalities, ensuring equitable access to rigorous, grade-level content. This was supported through the implementation of McGraw-Hill Science curriculum (3–5 training sessions), integration of digital platforms such as Canvas, Khan Academy, Khanmigo, and Labster, and the use of thematic NGSS units and Project-Based Learning (minimum of three projects per site). Instruction was intentionally designed to combine whole-group instruction with small-group, differentiated learning opportunities, allowing teachers to meet diverse student needs.

To ensure alignment and consistency, staff utilized three Common Quarterly Assessments focused on 10 priority standards (5 ELA, 5 Math), enabling ongoing monitoring of student progress and targeted instructional adjustments. Additional supports included 15 demonstration lessons in literacy strategies (Close Reading, SQ3R, CER) and the integration of AVID strategies to support organization and critical thinking. The presence of an Instructional Assistant in every classroom further supported access to content through scaffolding, language support, and small-group instruction. Through these combined efforts, students were provided with multiple entry points to learning, reinforcing access to high-quality, standards-based instruction across all sites.

1.3 MTSS Teams – Effective - Staff come together to collaborate on concerns regarding lack of progress in academic achievement due to behavior, attendance, and academics. The team reviews data specific to the goals set for the students and assesses progress; if progress isn't made, additional interventions are put in place. The team includes BHT (Behavioral Health Therapists), Campus Security, Teachers, and IAs (Instructional Assistants). This process is imperative to ensure that all Gen Ed interventions are addressed before proceeding to the appropriate assessments that lead to the identification of special education services.

1.4 Direct Tutoring and Intervention Support to Students – Effective direct tutoring, such as online tools like Khanmigo and Tutor.com, as well as instructional assistants, supported tutoring. This year, the SIPPS reading program was also integrated to provide structure to the tutoring sessions.

1.5 Professional Development – Alternative Education implemented a comprehensive and sustained system of professional development designed to strengthen instructional practices, increase student engagement, and improve outcomes for diverse learners. Across the 2025–2026 school year, staff participated in multiple learning opportunities, including SILK training (60 teachers, 14 administrators) and ongoing professional development sessions in October and February, each serving over 55 teachers and 11–12 administrators, along with Instructional Assistants (averaging 11–12 per session).

Professional learning focused on evidence-based instructional strategies, including differentiated instruction, Project-Based Learning, trauma-informed and restorative practices, and English Language Development (ELD). Staff also built capacity in data-driven instruction, utilizing systems such as Aeries, NWEA, ELPAC, and CAASPP to monitor progress and inform teaching. The integration of AI-supported tools (Khanmigo, Canvas, Labster) and digital platforms supported personalized learning and increased student engagement.

In addition to large-scale training, staff engaged in 23 Collaborative Instructional Reviews, receiving targeted feedback on instructional practices, student engagement, and alignment to grade-level standards. Ongoing coaching for teachers and principals further supported implementation, while Instructional Assistants received four days of targeted training focused on literacy, ELD, small group instruction, and student support strategies.

Collectively, this multi-tiered approach to professional development ensured that staff were supported through initial training, ongoing collaboration, and targeted coaching, resulting in increased instructional consistency, stronger use of data, and improved capacity to meet the academic and social-emotional needs of students.

1.6 Digital Technology to support student learning – Effective - Students are provided with access to internet-enabled devices, digital learning platforms, and instructional technology that support both in-person and virtual learning environments.

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

No noted changes

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	GLEAM Instruction and Professional Development	Ensure culturally and linguistically responsive instruction for all students by providing a space and structure for teachers to (1) engage in dialogue and dynamic learning with students; (2) explore their own identities, mindsets, and skills (mirror work) as they simultaneously seek to understand and affirm their students' backgrounds, cultures, and languages (window work); and (3) cultivate restorative, student-centered classroom cultures while focusing on instruction that is grade level centered. This will be done through time spent in PD and PLC meetings as well as SILK training and additional support coaching	$43,013	N
1.2	Standards aligned instructional resources	Students have students have access to standards-aligned instructional materials in multiple modalities	$ 199,474	N
1.3	MTSS Teams	MTSS team meetings review and evaluate data to determine interventions for students within the areas of academics, behavior, and attendance, as monitored and documented through the AERIES system.	$ 908,496	Y
1.4	Direct tutoring and intervention support to students	Tutoring provided by contracted tutoring programs on-line, in person, and through learning platforms such as Achieve3000 and Membean	$ 633,798	N
1.5	Professional Development	Professional development in the form of targeted support by the Administrator of Innovation and Support, Teacher on Special Assignment (TOSA) through in-class coaching and weekly professional development	$ 441,741	N
1.6	Access and use of digital technology to support student learning	The provision of one-to-one devices and the use of digital platforms to support access to grade level materials (i.e. Clever, Edmentum, Canvas, Language Tree, etc.) and allow for courses to be presented in a manner that can support all types of learners such as EL, SWD	$ 511,295	Y

Insert or delete rows, as necessary.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

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

An explanation of why the LEA has developed this goal.

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

The actions were created/grouped to meet the metrics for local and State indicators on the California Dashboard for the LCFF priorities. The following actions were created/grouped to meet the metrics for high school graduation under LCFF Priority 5 and in response to engagement partner feedback (CTE Advisory Committee, Leadership Team, Staff Development Planning Committee, LCAP site engagement meetings, ELAC/DELAC/SSC): Action 1 (Dual Enrollment Programming), Action 5 (Attendance Support and Focus), Action 6 (Monitoring instruction for SWDs), Action 7 (Support for English Learners), Action 8 (High School Equivalency Test) and Action 11 (Summer School).

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Court School four/five-year graduation rate	Court School 37.8% four-year, 49% five-year graduation rate	Court School 38.9% four-year, 50% five-year graduation rate	Court School 46.9 four-year, 54.1% five-year graduation rate Foster 53.6% Hispanic 55.6% SED 54.1% SWD 57.1%	Court School 48% four-year, 58% five-year graduation rate	Difference from baseline: 4 yr +10.2 % 5 yr +9% Foster +3.6% Hispanic +3.3% SED +5.1% SWD +4.2%
2	Community School four/five-year graduation rate	20.9% four-year, 23.3% five-year	27.5% four-year, 32.5% five-year	23.7% four-year, 23.7% five-year	Community School 30% four-year, 35% five-year graduation rate	Difference from baseline -.1% in all areas
3	Court School DASS One-Year High School Graduation Rate on the California Dashboard (Priority 5)	The Court School DASS One Year Graduation Rate was 90.5% in 2022-2023 (	The Court School DASS One-Year Graduation Rate was 95.7% in 2023-2024	The Court School DASS One-Year Graduation Rate was 98% in 2024-2025	Achieve 95% Court School DASS One-Year High School Graduation Rate	Difference is + 5.3%
4	Community School DASS One-Year High School Graduation Rate on the California Dashboard (Priority 5)	The Community School DASS One Year Graduation Rate was 95% in 2022-2023 (based on internal data- There was not a big enough “N’ for DAAS)	The Community School DASS One-Year Graduation Rate was 100% in 2023-2024	The Community School DASS One-Year Graduation Rate was 100% in 2024-2025	Achieve 90% Community School DASS One-Year High School Graduation Rate	Maintain, +5% difference from baseline
5	Community School College/Career Indicator on the California Dashboard (Priority 4)	Community School CCI was 1.2% available in 2022-2023	Community School CCI was 12.8% in 2023-2024	Community School CCI was 7.9 % in 2024 - 2025	Achieve a 6% CCI Rate.	+6.7% difference within the Community School
6	Court School College/Career Indicator on the California Dashboard (Priority 4)	Court School CCI was 4.5% in 2022-2023	Court School CCI was 15.6% in 2022-2023	Court School CCI was 2.2% in 2024 - 2025	Achieve a 10% CCI Rate.	-2.3% difference within the Court School

7	English learner growth on the Local Test of English Language Learners ((Priority 8)	EL students scoring advanced/high on the TELL 33% in 2023-2024 Change in assessment 2024-2025 new Baseline: EL students scoring well-developed on the Language Tree Assessment Listening Court 17.9% CS 7.7% Reading Court 0%, CS 3.6% Speaking Court 46.2%, CS 33.3% Writing Court 38.9%, CS 7.7%	EL students scoring well-developed on the Language Tree Assessment Listening: Court 17.9% CS 7.7% Reading: Court 0%, CS 3.6% Speaking: Court 46.2%, CS 33.3% Writing: Court 38.9%, CS 7.7%	EL students scoring well-developed on the Language Tree Assessment 25-26 Listening: Court 15% CS 7% Reading: Court 0%, CS 0% Speaking: Court 50%, CS 9% Writing: Court 25%, CS 7% CT Overall 29% CS Overall 13%	EL students scoring advanced/high on the LTPI 42%	EL students scoring well-developed on the Language Tree Assessment CT difference -4% CS difference -20%
8	English learner reclassification (Priority 4) based on the Alternative Education reclassification criteria.	English learner reclassification rate was 1% in 2022-2023	English learner reclassification rate was 1% in 2023-2024	English learner reclassification rate was 0% in 2024-2025%	English learner reclassification rate will be 10%	Difference of -1% from baseline
9	Court School Students ELPAC (Priority 4)	Court School ELPAC for 2022-2023, 9.09% classified as Level 4, indicating a well-developed proficiency, 22.73% fall into Level 3, indicating a moderately developed proficiency.	Court School ELPAC for 2023-2024, 10.81% classified as Level 4, indicating a well-developed proficiency, 13.51% fall into Level 3, indicating a moderately developed proficiency.	Court School ELPAC for 2024-2025, 15.53 % classified as Level 4, indicating well-developed, 32.40% fall into Level 3, indicating moderately developed proficiency. (combined 47.93%)	Court School ELPAC 40% of students will be either well developed or moderately developed in proficiency	**Difference of +16.11%**

10	Community School Students ELPAC (Priority 4)	Community School ELPAC for 2022-2023, 2.78% classified as Level 4, indicating a well-developed proficiency, 33.33% fall into Level 3, indicating a moderately developed proficiency.	Community School ELPAC for 2023-2024 3.85% classified as Level 4, indicating a well-developed, 36.54%, fall into Level 3, indicating a moderately developed proficiency.	Community School ELPAC for 2024-2025, 3.85 % classified as Level 4, indicating well-developed, 21.15% fall into Level 3, indicating moderately developed proficiency. (combined 25%)	Community School ELPAC 55% of students will be either well developed or moderately developed in proficiency	Difference of -11.11%
11	Course Access: Pupil enrollment in a broad course of study based on Aeries course scheduling reports and graduation status reports (Priority 7)	All students had full access to a broad course of study in 2023-2024	All students had full access to a broad course of study in 2024-2025	All students had full access to a broad course of study in 2025-2026	Maintain at 100%	0% Difference
12	Students have access to standards-aligned instructional materials based on the Alternative Education Textbook Management System (Priority 1)	All students had access to standards aligned instructional materials in 2023-2024	All students had full access to a broad course of study in 2024-2025	All students had full access to a broad course of study in 2025-2026	Maintain at 100%	0% Difference

Insert or delete rows, as necessary.

Goal Analysis for 2025-2026

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

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

Overall, the actions and services outlined in the LCAP were substantially implemented as planned, with some strategic adjustments made to better address the academic and social-emotional needs of students in Community School and Court School settings. One substantive difference in implementation was the shift from the originally planned tutoring supports to a more targeted literacy intervention through the California Office of Youth and Community Restoration (OYCR) partnership with Collaborative Classroom utilizing the SIPPS program. This adjustment allowed staff to provide structured, trauma-informed literacy intervention specifically designed for justice-involved youth performing significantly below grade level. The program was provided at no cost, and training was delivered to all instructional assistants, increasing staff capacity to provide targeted reading support for students, including English learners and students with disabilities.

Fall to Spring 2025–2026 NWEA results demonstrate notable differences between Community School and Court School student growth outcomes. Community School students showed positive growth in both Language Arts (+2.05) and Mathematics (+7.62), with mathematics

emerging as a particular area of strength. The strong math growth suggests that instructional practices, interventions, and student engagement strategies in Community School settings are supporting meaningful academic progress and may provide models for replication across programs. Positive growth in Language Arts also indicates that literacy-focused efforts are helping students make forward progress academically. In contrast, Court School students demonstrated negative growth in both Language Arts (-5.07) and Mathematics (-1.81), with the decline in Language Arts being especially concerning. These outcomes may reflect the unique challenges associated with Court School populations, including high student mobility, interrupted learning experiences, inconsistent attendance, trauma, and shorter enrollment periods that can impact instructional continuity and academic progress. The data reinforces the need to continue prioritizing literacy instruction and intervention, particularly in Court School settings, while also examining the successful practices contributing to Community School mathematics growth. Although the sample sizes were relatively small (Court School n=30; Community School n=71), the trends provide valuable insight into areas of strength, opportunities for targeted support, and the importance of differentiated instructional systems within Alternative Education programs

Teacher credentialing and English learner certification rates remained strong, maintaining 100% compliance.

The implementation process also revealed ongoing challenges related to the unique needs and mobility of the student population served. Community School CAASPP performance in both ELA and Math continues to remain significantly below standard across programs, despite some improvement in distance from standard. Chronic absenteeism remains a substantial challenge, particularly among student groups including English learners, students with disabilities, socioeconomically disadvantaged students, and Hispanic students. High student mobility, inconsistent enrollment duration, attendance barriers, and the complex social-emotional and behavioral needs of students continue to impact academic progress and assessment participation rates.

Despite these challenges, implementation efforts remained focused on strengthening instructional practices, building staff capacity, increasing targeted interventions, and improving student engagement and graduation outcomes. Continued emphasis will be placed on literacy intervention, standards-aligned instruction, attendance improvement strategies, and college and career readiness supports to further improve outcomes for students with the greatest needs.

The actions and services identified within the LCAP were implemented substantially as planned, with no substantive differences between planned actions and actual implementation. Efforts remained focused on increasing graduation outcomes, expanding college and career readiness opportunities, supporting English learners, and ensuring all students had access to standards-aligned instruction and a broad course of study.

Implementation successes were evident in several key outcome areas. Court School graduation rates continued to improve, with four-year graduation rates increasing from 37.8% to 46.9% and five-year graduation rates increasing from 49% to 54.1%. Student groups including foster youth, Hispanic students, socioeconomically disadvantaged students, and students with disabilities also demonstrated growth in graduation outcomes. In addition, the Court School DASS One-Year Graduation Rate increased from 90.5% to 98%, exceeding the established target. Community School DASS One-Year Graduation Rates remained strong at 100% for two consecutive years, exceeding the target goal.

Additional successes included maintaining 100% student access to a broad course of study and standards-aligned instructional materials across all programs. Community School College and Career Indicator (CCI) rates increased from 1.2% to 7.9%, surpassing the established target. Court School English learner performance on the ELPAC also improved, with the combined percentage of students scoring at moderately developed or well-developed proficiency levels increasing to 47.93%, exceeding the target of 40%.

Implementation challenges continued to reflect the complex and highly mobile nature of the alternative education population served. Court School College and Career Indicator rates a declined from prior year performance, reflecting challenges related to student mobility, short enrollment periods, limited time for pathway completion, and inconsistent access to career preparation experiences before enrollment. It should also be noted that key support staff were on leave during the 24-25 year which had a direct impact on success of this program. English learner reclassification rates remain below target, and Community School ELPAC performance increased from last year but are still below baseline, indicating the need for continued targeted language acquisition supports and instructional interventions.

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

There was a substantial material difference in 2.2 CTE pathways. This is largely due in the delay in the build out of the new welding lab. Due to unforeseen circumstances, the architect reported a much larger expected cost than the original estimate. This has required a shift in planning. We will now be looking at providing a welding trailer, rather than constructing a new lab. This trailer is expected to be built during the summertime and available for the 26-27 school year. There was also a difference in the amount not spent, due to difficulty in getting a welding position filled, it still remains open. 2.3 Avid Tutors – hiring Avid Tutors continues to be an area of challenge for Alternative Education. Three positions remained open for the whole year. This will be revaluated for the 26-27 school year with a shift in training internal staff with AVID instructional strategies. Another substantial change in funding includes support for English Learners (2.7). This year we were able to contract with RCOE's internal team which saved a substantial amount than using an outside contract company. This also allowed for more direct coaching time in classrooms and with instructional leaders. 2.4 also had a reduction in spending due to the retirement of a shared position that was not refilled. These vacancies are leading to restructuring for the new year.

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

2.1 Dual Enrollment – effective- UCRx DE: Fall '25 Cybersecurity Pathway (5 courses) & Ethnic Studies (1 course) Spring '26 Cybersecurity Pathway (5 courses) & US History (2 courses). Fall 2025: Ethnic Studies 100% pass rate. Cybersecurity 95% pass rate

2.2 CTE Pathways – effective- CTE Pathways supported through Strengthening Career and Technical Education for the 21st Century Act (Perkins V) grant, Career and Technical Incentive Grant (CTEIG), and K12 Strong Workforce Program. Two CTE Advisory Committee meetings held with community partners and industry partner input. Currently 49 students enrolled across four CTE pathways in the Community School program.

2.3 AVID- semi effective – not all positions were hired - AVID tutors provided academic support and facilitate collaborative, inquiry-based learning to help students strengthen critical thinking, communication, organization, and study skills. Tutors guided students through structured tutorials by helping them identify areas of confusion, ask higher-level questions, and work collaboratively to solve problems rather than simply giving answers. They also supported the implementation of WICOR strategies (Writing, Inquiry, Collaboration, Organization, and Reading) and helped build student confidence, engagement, self-advocacy, and college and career readiness skills.

2.4 CCI Planning and effectiveness – effective - In partnership with local community colleges, we offer articulated courses that allow eligible students to earn college credit while completing their program. These opportunities support college and career pathways and help students transition successfully into postsecondary education and the workforce. There were A-G workshops held every semester. Career exploration,

Cal Kids workshops offered at every site. Students toured multiple campuses such as Moreno Valley CC, MSCJ, and COD. Students also learned about various job skills and trades at Universal Tech Institute and the Education Day at San Manuel Stadium. The school counselor met with all senior to review graduations plans and support post secondary pathways.

2.5 Attendance and Support – effective- two new CDP positions were filled - SART and SARBs were held at each campus with the support of the Child Drop Out Prevention Specialists. The focus of the CDP's was to do home visits, call parents, engage students to attend school, incentivize students demonstrating positive attendance, etc. The school social worker met with all middle school students and supported them through goal setting and incentives for weekly perfect attendance. Transportation was provided through bus passes and various transport programs.

2.6 Monitoring instruction, learning, and graduation rates for students with disabilities – effective – compliance was maintained for all students with disabilities. Quarterly progress reports are used to monitor progress on goals. IEP meetings are held when there are concerns or needs are not being met. Instructional assistants are in all classrooms to provide additional support. All students have full access to their ERMHS services through therapists. There were 23 collaborative instructional reviews held at the community and court schools.

Students With Disabilities progress towards IEP goals (enrollment span of 8 months to 1 year).

Community School: Met = 29%, Partially met = 46%, Not met = 25%

Court School: Met = 60%, Partially Met = 40%, Not Met = 0%

2.7 Support for EL. – effective - ELD coaching was contracted and provided directly to school sites classroom visits and principal coaching. Professional development provided to all staff to support EL instructional practices.

2.8 HiSET and GED- effective - The purpose of High School Equivalency (HSE) tests is to provide students with an alternative pathway to earn a recognized credential equivalent to a high school diploma. Hiset and GED are offered at the DRC's, Juvenile Halls, and Community Schools at least twice a month.

2.9 Work-based learning industry certifications – effective - Employment certifications support work readiness by equipping students with the essential skills and competencies needed to succeed in the workplace. These certifications reinforce key areas such as communication, problem-solving, professionalism, and workplace expectations. This year Wildland Forestry was introduced allowing students to earn their national certification in this area. 56 food handler’s cards were provided.

2.10 Student-led enterprise – not effective – there was difficulty with keeping a full board for the SLE. Student enrollment was much lower this year with increased turnover in those who held positions. This made it difficult for individuals to fully participate in programming.

2.11 Summer School – Effective -summer school was offered at all sites with students earning up to 10 additional credits. This was also used as a time for students to accelerate their learning and earn credits in preparation for the new year.

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

No changes notes

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Dual Enrollment Programming	Course offerings and guidance offered through UCR, RCC, COD, MSJC, and other local community courses which allow for students to earn credit and/or experience courses provided by college instructors while enrolled in high school programming	$ 192,412	No
2.2	CTE Pathways (LREBG)	Expand current career technical programming that includes welding, digital media, culinary/hospitality, residential commercial construction, and computer networking/science.	$ 515,664	No
2.3	AVID	Implement Advancement Via Individual Determination (AVID) to support under-represented students in preparing for college by supporting student transitions between middle school and high school and high school and post-secondary education. Provide AVID tutors for students for targeted assistance in the core subject areas and train teachers on AVID strategies in WICOR (writing, inquiry, collaboration, organization, and reading).	$ 54,079	No
2.4	College and Career Indicatory (CCI) Planning and Awareness	Implement comprehensive college readiness programming, integrating college introductions, tours, CTE opportunities, and transition activities. This includes career inventories, college assessments (PSAT, AP exams, ACT, SAT), summer camps, and counselor support for college applications, financial aid, and FAFSA completion. Additionally, strategically plan CCI readiness through academic scheduling, expand dual enrollment, IB, AP, and CTE offerings, embed literacy and numeracy skills, provide SBAC preparation, and offer concentrated support for underrepresented groups in accessing dual enrollment, college and career guidance, and FAFSA completion	$**266,271**	Yes
2.5	Attendance support and focus	School social worker, Community Drop Out Prevention Specialists (CDPS) directly supports students in middle school and those students who are foster, homeless, or migrant in developing individual plans to meet attendance goals. There is MTSS data monitoring, SART meetings and quarterly SARB meetings and community connections with support from A2A attendance platform.	$ 269,977	Yes
2.6	Monitoring instruction, Learning and graduation rates for students with disabilities	Monitor and evaluate the progress of students with disabilities on academic achievement, attendance, and behavior. Provide teachers with in-class support from the administrator, instructional specialist, and school psychologist.	$ 303,847	No

2.7	Support for English Learners	Implement the English Learner Roadmap to actively involve ESL students, foster a strengths-based approach by embracing multilingualism, continuously monitor language acquisition (LTREE, ELPAC) and reclassification rates, and ensure daily designated and integrated English language development (English 3-D, Language Tree)	$ 96,430	No
2.8	High School Equivalency Test (GED and HiSET)	Implement the High School Equivalency Test prep and assessment (GED and HiSET) as an alternative to the high school diploma.	$ 135,853	No
2.9	Work-Based Learning and Industry Certifications	Implement Workability, Work Experience permits, and other employment certificate programs (i.e., food handler permits, OSHA certification).	$ 8,998	No
2.10	Student Led Enterprise	Implement student led enterprise courses and competitions to enhance financial literacy and an entrepreneurial spirit (mindset that embraces critical questioning, innovation, service, and continuous improvement) and participate in projects and competitions with enrollment across all sites..	$ 21,691	No
2.11	Summer School	Implement a targeted summer school program to provide instruction and support for students who have missed learning opportunities during the school year. Offer engaging, affirming, and meaningful instruction aimed at helping students develop and enhance knowledge on grade level standards, ensuring their academic progress and success	$ 52,200	No

Insert or delete rows, as necessary.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 1, Basic Service; Priority 3, Family Engagement; Priority 5, Student Engagement; Priority 6 School Climate; Priority 8, other pupil outcomes. LCFF resources for this priority include family engagement in decision-making, promotion of family participation in the education process for all students, and including students with disabilities.

An explanation of why the LEA has developed this goal.

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

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

The actions below are designed to meet the metrics for local and state indicators on the California Dashboard for LCFF priorities, as well as to address pupil engagement under LCFF Priority 5 and school climate under LCFF Priority 6: Improve attendance through supports and

incentives. (Action 3.5) This action will be used to target students who are in community and court school but also those who are represented under RCOE's overall CDE dashboard. With a focus on any students who are identified in the lowest area, for Special Education this is White

Maintain no suspensions for Community and Court through PBIS (Action 3.5). This is essential in supporting all of the student served through RCOE. Enhance student attendance and connectedness in school through sports programs, activities, and after-school programs (Action 3.6). Maintain positive student behavior in class through social-emotional support (Action 3.5). Support school connectedness/social-emotional learning through behavioral/mental health services. Support social-emotional learning through behavioral/mental health services through BHTs . Develop skills in self-management, self-awareness, social awareness, responsible decision-making, and relationship-building through mentoring and direct support by BHTs (Action 3.4). Improve school climate through: School safety personnel and services (Action 3.8), School safety equipment (Action 3.9), Clean schools (Action 3.10). Enhance parent engagement through: Parent workshops and committees (Action 3.1). Local Indicators on the California Dashboard for Clean and Safe Schools (Basic Services): These actions contribute to meeting local indicators on the California Dashboard for clean and safe schools: School safety personnel and services (Action 3.8), School safety equipment (Action 3.9), Clean Schools (Action 3.10)

Goal 3 will be measured by the Facilities Inspection Tool for clean schools (Priority 1), the CDE Parent Engagement Self-Reflection Tool for increased parent engagement and sense of safety and connectedness (Priority 3), improved attendance rates/reduction in chronic absenteeism (Priority 5), reduced dropout rates (Priority 5), zero suspension and expulsion rates for school climate (Priority 6), and the California Healthy Kids Survey and Panorama Screener for sense of safety and connectedness under school climate (Priority 6).This goal will improve the metrics as outlined in the measuring and reporting results section of the LCAP for Goal 3

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Court school suspension rate	0% Suspension 2022-2023 School Year	0% 2023-2024 School Year	0% 2024-2025 School Year	<1% Suspension Rates	0% difference
2	Community school suspension rate	0.5% Suspension 2022-2023 School Year	2.5% Suspension 2023-2024 School Year	0.2% Suspension 2024-2025 School Year	<1% Suspension Rates	**-.3% difference**
3	Student Expulsion Rates (Priority 6)	Community School and Court School student expulsion rates were zero	Community School and Court School student expulsion rates were zero	Community School and Court School student expulsion rates were zero	Community School and Court School student expulsion rates were zero	0% difference
4	Student Daily Attendance Rates (Priority 5)	Student daily attendance rates were 94.6% at the Court School and 74.2% at the Community School with a combined rate of 84.4% in 2022-2023	Student daily attendance rates were 92.81 % at the Court School and 88.7% at the Community School with a combined rate of 90.12% in 2023-2024	Student daily attendance rates were 91.7 % at the Court School and 70.21% at the Community School with a combined rate of 81.15% in 2024-2025	Achieve a 90% overall student attendance rate	-3.57% difference
5	Community Student Chronic Absenteeism Rates (Priority 5)	42.2% Chronic Absenteeism	41.1 % Chronic Absenteeism	40.5 % Chronic Absenteeism	≤25% Chronic Absenteeism	**-1.7 % difference**
6	Court Student Chronic Absenteeism Rates (Priority 5)	No Performance Rating available for Chronic Absenteeism	No Performance Rating available for Chronic Absenteeism	No Performance Rating available for Chronic Absenteeism	<25% Chronic Absenteeism	No baseline available to determine the difference
7	School Safety (Priority 6) California Health Kids Survey (CHKS)	Community School Perceived Safety at School: Very safe: 28% Safe: 35% = 63%	Community School Perceived Safety at School: Very safe: 25% Safe: 35% = 60%	Community School Perceived Safety at School: Very safe: 30% Safe: 43% = 73%	The percent of students responding that they feel very safe or safe on the CHKS will be at 80%	+10% difference
8	School Safety (Priority 6) California Health Kids Survey	Court School Perceived Safety at School: Very safe: 49% Safe: 28% = 77%	Court School Perceived Safety at School: Very safe: 42% Safe: 20% = 62%	Court School Perceived Safety at School: Very safe: 53% Safe: 23% = 76%	The percent of students responding that they feel very safe or safe on the CHKS will be at 85%	-1% difference

9	Safe and Clean Facilities (Priority 1) Facilities Inspection Tool	All facilities were rated as in good condition in 2022-2023 on the RCOE Facilities Inspection Tool	All facilities were rated as in good condition in 2023 - 2024 on the RCOE Facilities Inspection Tool	All facilities were rated as in good condition in 2024 - 2025 on the RCOE Facilities Inspection Tool	Maintain all facilities rated as in good condition using the Facilities Inspection Tool	Maintain, 0 difference
10	Social Emotional (Priority 6) Panorama Screener Social Emotional Learning	Community School: Overall score on Student Competency & Well-Being Measure 46.97%	Community School: Overall score on Student Competency & Well-Being Measure 43.15%	Community School: Overall score on Student Competency & Well-Being Measure 44%	The percent of students overall responding favorably on the Panorama Screener will be at 62%	-2.97% difference
11	Social Emotional (Priority 6) Panorama Screener Social Emotional Learning	Court School: Overall score on Student Competency & Well-Being Measure 54.55%	Court School: Overall score on Student Competency & Well-Being Measure 45.75%	Court School: Overall score on Student Competency & Well-Being Measure 47%	The percent of students overall responding favorably on the Panorama Screener will be at 70%	-7.5% Difference
12	Parental Involvement: (Priority 3)- CDE Parent Engagement Self-Reflection Tool	The average rating on the CDE Parent Engagement Self-Reflection Tool for Seeking Input for Building Relationships, Building Partnerships for Student Outcomes, and Decision Making was at full implementation in 2023-2024	The average rating on the CDE Parent Engagement Self-Reflection Tool for Seeking Input for Building Relationships, Building Partnerships for Student Outcomes, and Decision Making was at Full implementation in 2024-2025	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 2025-2026	Maintain average rating on the CDE Parent Engagement Self-Reflection Tool at full implementation	No difference,

Insert or delete rows, as necessary.

Goal Analysis for 2025-2026

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

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

Overall, the actions and services identified within Goal 3 were implemented largely as planned, with several areas demonstrating strong effectiveness and positive outcomes for students, families, and staff. The implementation of social-emotional supports, family engagement systems, positive school climate initiatives, and behavioral health services remained a major focus throughout the school year. While challenges continued to exist related to attendance, social-emotional wellness, and parent participation in some services, the program experienced significant successes in building supportive, trauma-informed school environments and increasing student connection to school.

Family engagement continued to be a priority through CAREspace Parent Workshops, which addressed topics including school refusal, substance use prevention, anxiety, and supporting students with autism. These workshops strengthened school-family partnerships by providing parents and guardians with strategies and resources to support student well-being at home. Communication systems were consistently implemented through Parent Square, which provided schools with an effective way to communicate with families in both English and Spanish regarding meetings, announcements, and student support needs. Additionally, multilingual communication practices were expanded through translated materials, translation stipends for staff, multilingual meetings, and translated student workbooks, increasing accessibility and participation for families whose primary language is not English.

Behavioral health services were fully implemented and served as a critical support system for students. The Behavioral Health Team (BHT), composed of licensed therapists, associate therapists, and a behavioral health coordinator, ensured universal access to behavioral health support by meeting with 100% of students upon enrollment. This early intervention approach allowed the program to proactively identify student needs and connect students to support services quickly. During the year, the BHT provided 2,076 individual counseling sessions, 255 group counseling sessions, and 764 case management and linkage services. Partnerships with community agencies and IEHP navigators further expanded student and family access to outside mental health, medical, and social services. The BHT also delivered 81 SEL classroom presentations aligned to the CASEL framework and provided eight staff professional development sessions focused on trauma-informed practices and SEL integration. The team utilized Panorama Screener data to help guide site-specific interventions and supports.

Positive Behavioral Interventions and Supports (PBIS) continued to be effectively implemented across sites through student recognition systems, restorative practices, incentives, assemblies, and experiential learning opportunities. Communication to families through Minga and Parent Square remained highly positive and focused on celebrating student growth and accomplishments. School environments reflected this focus, with visible student recognition and celebrations displayed throughout campuses. Staff continued receiving training in restorative practices as both preventive and responsive interventions.

Student engagement opportunities through sports, activities, and mentoring programs were also successfully implemented. Intramural sports programs provided students with opportunities to build teamwork, self-efficacy, communication skills, and school connectedness while participating in competitions with other county programs. Court school mentoring programs focused on goal setting, literacy integration, journaling, and helping students identify areas within their control, supporting both social-emotional growth and academic skill development.

School safety and facility maintenance actions were implemented as planned. Safety equipment, including camera systems, remained operational and were updated as needed throughout the year. All facilities continued to be maintained in good condition through both direct services and contracted support, consistent with Facilities Inspection Tool outcomes showing all schools rated in good condition.

Data from implementation outcomes reflected both successes and ongoing challenges. Suspension and expulsion rates remained exceptionally low, with court schools maintaining a 0% suspension rate and both community and court schools maintaining 0% expulsion rates. School climate data showed improvements in perceived safety within community schools, increasing from 63% at baseline to 73% during the current year. Chronic absenteeism rates showed modest improvement at community schools, decreasing from 42.2% to 40.5%,

although attendance rates overall remain an area of concern and continued focus. Panorama social-emotional data indicated that while students continue to benefit from SEL and behavioral health supports, overall competency and well-being scores remain below desired targets, reinforcing the ongoing need for expanded social-emotional and behavioral health interventions.

One implementation challenge involved physical health services through Hazel Health and Hazel Heart. While services were fully available to all students, parent hesitancy regarding permission and concerns related to personal data privacy limited participation rates. Despite this challenge, the program continues to provide access and education regarding available physical and mental health resources.

Overall, implementation of Goal 3 actions demonstrated strong alignment with the planned services and priorities identified in the LCAP. The integration of trauma-informed practices, behavioral health services, family engagement systems, positive behavior supports, and enrichment opportunities contributed to improved school climate, student engagement, and feelings of safety and connection. Continued focus will remain on improving attendance, strengthening social-emotional wellness outcomes, expanding family participation, and ensuring students with the highest needs continue to receive comprehensive and responsive supports.

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.

None noted

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

3.1 Parent & Guardian Workshops and Committees – Family engagement remained a priority through CAREspace,Parent Workshops, which addressed topics such as school refusal, substance use prevention, anxiety, and supporting students with autism. These workshops empowered families with knowledge and strategies to reinforce student well-being at home and deepen school-family partnerships.

3.2 Parent information system – effective - Every school provides information to their families via Parent Square in English and Spanish. This is used to distribute information related to any meetings or special announcements, as well as a way to directly contact parents

3.3 Multilingual communication -effective – all meetings are provided in multiple languages to increase student and parent participation. This is completed in direct translation within applications, student workbooks in Spanish, translation stipends provided to staff to allow them to support communication on campus.

3.4 Behavioral health - The Behavioral Health Team (BHT) is composed of five licensed behavioral health therapists, one licensed behavioral health coordinator, and two associate therapists, the team ensures that every student has access to timely, responsive, and high-quality mental health services. A cornerstone of the program is universal access: 100% of students met with a Behavioral Health Team member at least once upon enrollment, establishing an early connection to support systems and normalizing help-seeking behaviors. This proactive approach has enabled the team to identify student needs early and respond with targeted interventions. Over the course of the year, the BHT delivered 2,076 individual counseling sessions and facilitated 255 group counseling sessions, providing students with consistent opportunities to build coping skills, process challenges, and strengthen social-emotional competencies.
In addition to direct services, the team provided 764 targeted case management, linkage, and resource coordination services. Through strong partnerships with community agencies and IEHP health navigators, students and families were connected to essential mental health,

medical, and social services, extending support beyond the school setting. Ongoing behavioral health consultation, crisis intervention, and family support services ensured that students experiencing acute needs received immediate and coordinated care. The BHT also emphasized prevention and skill-building through 81 Social-Emotional Learning (SEL) classroom presentations aligned with the CASEL framework, equipping students with tools in self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. To further strengthen the schoolwide approach, the team delivered eight professional development sessions for staff focused on trauma-informed practices and SEL integration, enhancing the capacity of educators to create supportive, responsive learning environments. The BHT focuses on using the local Panorama screener to support their focus on each site. Overall, the Behavioral Health Team has implemented a comprehensive, responsive, and data-informed system of care that not only addresses immediate student needs but also aims to build long-term resilience and capacity. Their work continues to foster a supportive school climate where students are equipped to manage challenges, engage in learning, and thrive both academically and emotionally.

3.5 Positive behavioral interventions and supports -effective - Sites hold student award assemblies to recognize improvements. Daily and weekly incentives are provided to students, including preferred activities. Students have the opportunity to earn recognition as well as experiential learning experiences. The messaging to families is highly positive via Minga and Parent Square. The school sites create environments where student recognition is posted on the walls, in the conference rooms, and in communal areas. Staff have been trained to implement restorative practices as interventions and preventive measures.

3.6 Student sports, activities, and after school programs – effective- Intramural programs play a vital role in supporting the development of the whole child. Students participate in intramurals to build self-efficacy, teamwork, and overall growth through structured sports activities. Students are explicitly taught the rules, skills, and strategies of each sport and are provided opportunities to apply their learning in a supportive, team-based environment. Additionally, students have the opportunity to participate in competitions against other county schools, which further enhances motivation, sportsmanship, and real-world application of skills. Through participation, students develop confidence, communication skills, and a sense of belonging, all of which contribute to increased engagement and a positive school culture.

3.7 Mentoring -effective -mentoring was provided within the court schools. This mentoring focused on goal setting as well as recognizing what is in “your control”. Literacy was integrated into this process through journaling and completing a series of written lessons.

3.8 School safety personnel and services are an important part of each site’s student support system, serving not only as a safety presence but also as mentors and trusted adults for students. They build relationships, provide students with someone to talk to, and are often the first line of support when a student leaves class, helping to de-escalate concerns and re-engage the student. SSOs also help maintain safe and welcoming campuses, partner closely with site staff, and conduct weekly home visits to support student attendance, engagement, and connections with families

3.9 School safety equipment – effective – all equipment is in working order and replaced whenever there is a need. Upgrades to cameras are completed annually.

3.10 Clean schools – effective- all schools are maintained through direct services from OSS and contracted services for sites that are not part of RCOE’s core buildings

3.11 Physical Health – semi-effective- all students have access to Hazel Health and Hazel Heart services. This service is one that parents must grant permission for use. Parents were a bit hesitant this year to grant permission, often stating concerns about providing any personal data, given what is happening currently in society with the monitoring of data.

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

No noted changes

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Parent/Guardian workshops and committees	Training and support to educators and families that helps both groups work collaboratively to build trusting relationships and partnerships focused on supporting improved student outcomes. These regular workshops and seminars for parents and guardians on topics such as effective communication strategies, navigating the education system, and supporting student learning at home will occur through school parent meetings, College Success, various parent advisory committees, SSC, ELAC, DELAC, Awards Ceremonies, parent information nights, etc.	$5800	No
3.2	Parent Information Systems	The use of various parent outreach systems, opportunities to communicate about student progress and programming. (Parent Square, Community Outreach activities)	$3160	No
3.3	Multilingual Communication	Translation provided to ensure that all communications, including newsletters, websites, notices, meetings, and workshops are provided in multiple languages to accommodate the diverse linguistic backgrounds of families in the community.	$18,500	No
3.4	Behavioral Health	Implement and monitor mental health/social health wellness and screener to provide mental health and supports by providing a multi-tiered system of intervention. Students have access to licensed behavioral health therapist (BHT) on each school campus. Families are provided direct support as well as linkage to supporting community agencies and resources.	$1,325,054	No
3.5	Positive Behavior Intervention and supports	Implement integrated systems of support and other means of correction to improve student behavior in school such as Positive Behavior Interventions and Supports (PBIS), MINGA, Restorative Practices, MTSS data monitoring and intervention planning, incentives, and other means of correction (counseling, mentoring, mental health services such as Hazel Heart, behavior plans) to improve student behavior and to reduce suspensions.	$35,550	No
3.6	Student Sports, Activities, and After-School Programs	Integrate intramural sports teams, school activities such as eSports tournaments, after-school programs, and experiential learning trips to enrich student engagement and foster a stronger sense of connection to the school community	$22,250	Yes

3.7	Mentoring	Offer mentoring support through various avenues such as contract services, one-on-one sessions, or group support presentations, facilitated by both community-based organizations and individual mentors. These mentors provide invaluable guidance and support to individuals seeking personal and professional development	$90,707	No
3.8	School Safety Personnel and Services	Provide campus security supervisors at each Community School site. Supporting safety and social emotional learning as well as informal mentorship and guidance.	$984,398	Yes
3.9	School Safety Equipment	Maintain PPE supplies and school safety equipment/infrastructure (e.g., alarms, security cameras, two-way radios).	$8,300	No
3.10	Clean Schools	Implement custodial services, work orders, and contracted services for cleaning at partner sites.	$752,600	No
3.11	Physical Health	Students receive health services and nursing support while attending court schools, and at all community schools, they have access to health services through Hazel Health. These services extend beyond school hours to ensure that families can address and prevent health concerns promptly, thereby mitigating the risk of serious health issues.	$43,044	Yes

Insert or delete rows, as necessary.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 9, Expelled Pupils; Priority 10, Foster Youth

An explanation of why the LEA has developed this goal.

This maintenance of progress goal is based on the continuation of services under the Riverside County Expelled Student Plan Triennial Update and the Foster Youth Services Coordinating Program Grant. The needs assessment was based on the local indicators on the California Dashboard along with current data and engagement partner input. The local performance indicators for Priorities 9 and 10 were used for the needs assessment. The three local performance indicators for the coordination of services for expelled students were reviewed and discussed at meetings and through electronic communication. The local performance indicators for Priority 9 measured the implementation of the Triennial Plan for Serving Expelled Students, a well-articulated referral process to county office of education or other program options, and a memorandum of understanding detailing the coordination of partial credit policies between district of residence and county office of education. The local performance indicator for priority 10 was implemented for the needs assessment. The eight items on the local performance indicator assess the degree of implementation of a coordinated service program for foster youth in the county and were discussed and rated at County Child Welfare and Attendance Meetings.
The following action was created to meet the metrics under LCFF Priority 9 and in response to engagement partner feedback from LCAP site engagement meetings and meetings with school districts: Action 1 (maintain local indicators for Priority 9 at full implementation through the implementation of the Expelled Student Plan-Community School). The following action was created in response to engagement partner feedback from LCAP site engagement meetings and meetings with Riverside County Probation: Action 2 (provide educational program in the Court School).
The following actions were created to meet the metrics under LCFF Priority 10 and in response to engagement feedback from meetings with school districts and partner agencies. Action 3 increases the focus on subgroups within the Community and Court School programming based on an analysis of local data and needs expressed by community partners (Priority 9). Action 6 increases local indicators for Priority 10 at full implementation through support of foster youth with high school graduation and college and career readiness through focused support of Social Worker and Counselor, and Action 4 (increase attendance through support of transportation needs and access to school). This goal will improve the metrics as outlined in the measuring and reporting results section of the LCAP for Goal 4.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Local Performance Indicator for Coordination of Services for Expelled Students (Priority 9)	The average rating on the Local Performance Indicator for the Coordination of Services for Expelled Students was 4.	The average rating on the Local Performance Indicator for the Coordination of Services for Expelled Students was 3.66	The average rating on the Local Performance Indicator for the Coordination of Services for Expelled Students was 3.66	The average rating on the Local Performance Indicator for the Coordination of Services for Expelled Students will be maintained at 4.	-.33 difference from current rate
2	Local Performance Indicator Self-Reflection Tool for Coordination of Services for Foster Youth (Priority 10)	The average rating on the Local Performance Indicator for the Coordination of Services for Foster Youth was 3.3	The average rating on the Local Performance Indicator for the Coordination of Services for Foster Youth was 3.3	The average rating on the Local Performance Indicator for the Coordination of Services for Foster Youth was 3.63	The average rating on the Local Performance Indicator for the Coordination of Services for Foster Youth will be 4.	+.33 difference from current rate
3	Foster Youth Attendance Rates (Chronic Absenteeism)	Data Quest 70.6% in Community School, 21.7% in Court School 2022-2023	Data Quest 42.9% in Community School, 14.6 % in Court School 2023-2024	Data Quest 72.7% in Community School, 40.9 % in Court School 2024-2025	Chronic Absenteeism for foster youth < 30% (38.4% is statewide rate)	A difference of 2.1% for Community School and a difference of 19.2% Court School.

Insert or delete rows, as necessary.

Goal Analysis for 2025-2026

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

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

The actions and services within this goal were implemented substantially as planned and focused on strengthening supports for expelled students, foster youth, and highly mobile students through coordinated academic, behavioral, social-emotional, and transition services.

Community School support systems were expanded during implementation through the work of the Coordinator of Transitions, who met with local districts to align expulsion plans, strengthen re-entry processes, and collaboratively address student needs to improve continuity of educational services and successful school transitions.

Implementation successes included maintaining effective instructional programming in both Community School and Court School settings, where students received rigorous instruction with clear scaffolding and supports designed to address diverse academic needs. Project-Based Learning (PBL) was implemented across all sites with coaching support, and students at all Community School sites participated in Project Anew leadership development opportunities to strengthen leadership and engagement skills. Creative arts programming was also expanded through Artist-in-Residence opportunities that provided students with art, music, dance, poetry, and mixed media experiences across Community and Court School classrooms.

Transition and re-engagement services remained a significant area of success. Through the support of the Coordinator of Transitions, 190 transition services and follow-up supports were provided to Community School students, with 227 of 243 exiting students successfully re-enrolling in school. In Court Schools, 437 transition services and follow-up supports were provided, resulting in 437 of 513 students successfully re-enrolling and 25 students graduating. These coordinated supports helped reduce barriers to enrollment, improve school continuity, and strengthen student outcomes during transitions between educational settings.

Additional implementation successes included the continuation of robust foster youth supports and educationally related mental health services (ERMHS). All Alternative Education students met regularly with school social workers and received individualized support focused on attendance, engagement, academic progress, and social-emotional well-being. Staff collaborated closely with foster families, group homes, districts, and community agencies to coordinate services and interventions. Transportation supports also remained effective in reducing attendance barriers through the use of bus passes, school transportation, HopSkipDrive, EverDriven, and other transportation supports for foster youth, McKinney-Vento students, and students with attendance challenges.

Challenges continue to exist in the area of foster youth chronic absenteeism, particularly within Community Schools, where absenteeism rates increased during the reporting period. The highly mobile nature of the foster youth population, placement instability, mental health needs, transportation barriers, and inconsistent school enrollment continue to impact attendance and continuity of services. While Local Performance Indicator ratings for coordination of services for foster youth improved from 3.3 to 3.63, and coordination of services for expelled students remained stable at 3.66, continued efforts are needed to strengthen interagency collaboration, attendance supports, and re-engagement systems for students with the greatest needs.

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

There was a substantial increase in the amount set aside for school transportation. This was in part due to the number of middle school youth requiring additional support to get to school. Many times these needs came up during orientation, or SART and SARB process.

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

4.1 Community School Instructional Programming – effective – all students were provided with rigorous instruction with clear scaffolding to address their needs

4.2 Court School Instructional Programming – effective – all students were provided with rigorous instruction with clear scaffolding to address their needs

4.3 Educationally related mental health services – effective - Currently, 32 students are receiving Educationally Related Mental Health Services. Out of these 32 students, 16 students in Community, 16 students in Court, and 16 students in CBK which is even 50% split. ERMHS services are provided by Riverside University Health Systems for Court School, district ERMHS providers for the Community School. Support and training is provided by school psychologist, administrator over special education and the coordinator over suicide and prevention.

4.4 School transportation – effective- Transportation supports are provided to reduce barriers to student attendance and engagement across all community school sites. Bus passes are made available to assist students with transportation to and from school. In addition, security staff, Community Dropout Prevention (CDP) staff, social workers, administrators, and other school personnel provide transportation in school vans when needed and available to ensure students can access educational services and maintain consistent attendance. The LEA also utilizes transportation services such as HopSkipDrive to support all students, including middle school students, foster youth, and students identified under the McKinney-Vento Act. Additional transportation vendors, including 1st Alternative and EverDriven, remain available as needed to further support student access to school and services.

4.5 Creative Arts Programming – effective Art, music and dance were offered in all classrooms at all the juvenile hall court school classrooms and community schools through an “Artist-in-Residence” program where students were provided a rotation of services which focused on dance, poetry, and mixed media.

4.6 Foster Youth Support – effective – Every student in Alternative Education meets with the school social worker. Students receive ongoing support through weekly check-ins with social workers focused on improving attendance, academic success, and social-emotional well-being. Staff maintain regular communication and collaboration with social workers, group home staff, foster/resource parents, and other support systems to ensure students receive coordinated care and intervention services. Home visits are conducted to address barriers related to attendance and student engagement, while transportation supports, including services such as HopSkipDrive, are provided to assist students in consistently accessing school and educational services.

4.7 Transition Support – effective - Through the support of the Coordinator of Transitions, students moving into and out of programs receive transition services and follow-up designed to promote school stability and continued enrollment. In Community Schools, 190 transition services and follow-up supports were provided. Of the 243 students who exited Community Schools, 227 successfully re-enrolled in school, 2 graduated, 1 student passed away, and 13 did not re-enroll after exiting. In Court Schools, 437 transition services and follow-up supports were provided. Of the 513 students who exited Court Schools, 437 successfully re-enrolled in school, 25 graduated, 5 moved out of state, and 46 did not re-enroll after exiting. These transition supports help strengthen continuity of education and reduce barriers for students navigating changes in placement and educational settings.

4.8 Project Based Learning (PBL)- effective- PBL was implemented at all court and community sites with coaching to support effective implementation.

4.9 Leadership Skill Development – effective – All community school sites had students participating in Project Anew leadership training.

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

No changes

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Community School Instructional Programming	Provide classroom-based instruction and independent study program through the Community School for expelled elementary school students, middle school, and high school students, including parenting teens and Safe House, from school districts in Riverside County. Successfully transition students from the Community School back to their district of residence by recruiting, hiring, and retaining highly qualified staff	$4570,427	No
4.2	Court School Instructional Programming	Provide classroom-based instruction in the Court School for middle school and high school students in the Riverside County Probation juvenile halls in partnership with Riverside County Probation. Successfully transition students from the Court School back to their district of residence by recruiting, hiring, and retaining highly qualified staff	$2,221,580	No
4.3	Educationally Related Mental Health Services (ERMHS)	ERMHS for students with disabilities within court school programs	$60000	No
4.4	School transportation	Students are provided bus passes to support coming and going to school as well as supplemental support through transportation companies such as Hop Skip Drive and Everdriven	$42,283	Yes
4.5	Creative Arts programming	Programming within the court and community schools that focuses on providing creative arts programming to all sites through split staffing. Allowing for creative expression and connection to school using a variety of media	$106,091	No
4.6	Foster Youth Support	Foster youth receive support with immediate enrollment in school, transcript evaluation for AB 216 eligibility to graduate under the California state minimum requirements, home visits for attendance and SEL care, assistance with college transition activities, and classroom approaches to create places of stability including creative welcoming classroom environments, PBIS, and SEL support	$105,009	Yes
4.7	Transition Support	Coordinator of transition providing support for students within court and community schools to enroll in their home school districts and become connected with community supports,	$337,138	No

4.8	Project Based Learning (PBL)	Coordination, training, and materials are needed to support PBL implementation at school sites. PBL allows for hands-on, active learning that gives students a sense of control and ownership. They're more likely to stay focused and involved when they feel the work matters and when they have a voice in shaping their project.	$60000	NO
4.9	Leadership Skill Development (LRBEG)	Collaboration with ANEW Project to focus on development of leadership projects events for students and staff	$ 80,000	NO

Insert or delete rows, as necessary.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2026-2027

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$ 1,670,474	$0

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
5.713%	0%	$ 0	$5.713%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.3	Students enrolled in RCOE programs often enter with significant academic gaps and have not experienced success on local and state assessments. These challenges are also reflected in student attendance, behavior, and overall engagement. As a result, there is a continued need to frequently review data and implement targeted interventions and evidence-based practices designed to support student growth and improve outcomes.	Each school has their own MTSS team that reviews and evaluates their students' academic, behavior, and attendance needs. While each school works with similar populations, each school has unique needs specific to the region they serve. This will support MTSS teams to specifically and strategically work on determining ways to address learning gaps in students who are not being successful with the Tier I interventions that are being provided. They evaluate specifically: academic, attendance, and behavior needs	Graduation rates, attendance dashboard, progress on NWEA and CAASP Data, Language Tree Assessment/ and ELPAC results
1.6	Students struggle with just receiving direct instruction or using textbooks to access material. Those with disabilities need to have more scaffolds in place to access the core text and educational material	All students across the county will have access to digital instructional platforms that provide built-in tutoring, videos, visual supports, speech-to-text, text-to-speech, captions, and differentiated learning tools. These platforms support learning across multiple grade levels within one classroom and provide engaging, visually relevant instruction tailored to student needs. Online access also helps reduce learning gaps caused by absences and supports students in independent study by allowing continued access to assignments, instruction, and interventions from any location.	Aeries (gradebook, attendance), NWEA and CAASPP data, graduation rates
2.4	Student within Alternative Education programs have a lower college/career attendance and success rate	All students attending our programs will have access to college and career support that include FAFSA/CAL KID workshops, college enrollment support, college tours, activities that explore college and career options, college and/or articulated courses	CCI on DASHBOARD,

2.5	There is a higher than state average of students who are chronically absent in Alternative Education programming.	Students in Alternative Education programs experience chronic absenteeism rates higher than the state average. To address this need, the Foster Youth social worker will meet regularly with students to set attendance goals, monitor progress, and provide individualized supports based on student needs. These efforts, combined with supports from the attendance team, SART, and SARB processes, will strengthen attendance interventions across all sites. In addition, two Community Dropout Prevention (CDP) Specialists will support attendance improvement efforts through home visits, student attendance incentives and rewards, family outreach, and linking students and families to community resources and services that help remove barriers to consistent school attendance.	Locally developed dashboard indicators, A2A report program, Aeries reports, and State Attendance Dashboard
3.5	Students are less engaged when they come to community/court schools. This is evidenced by attendance rates, grades as well as surveys. Students do not feel connected and express apathy. This is especially true for students who are identified as SED (Community and Court Schools all qualify as Title I schools)	PBIS helps students by creating a positive school climate through consistent behavioral expectations and positive reinforcement, which fosters a sense of safety and security. The framework provides multi-tiered support: universal interventions for all students, targeted interventions for those needing additional help, and individualized support for those with significant behavioral or emotional needs. In fostering academic achievement, PBIS reduces disciplinary actions, keeping SED students in the classroom and improving their academic outcomes. It promotes engaging teaching practices and environments that enhance student motivation and participation.	Aeries (gradebook, attendance), NWEA and CAASPP data, MINGA participation, graduation rates, discipline records,

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

Insert or delete rows, as necessary.

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
4.4	Attendance concerns that impact students' ability to learn. Specifically, transportation barriers that impact students coming to school, specifically FY and the homeless.	Contracted transportation services will continue to be utilized to support foster youth and students experiencing homelessness who are not attending school regularly. The program will also strengthen communication and coordination with school districts to reduce gaps in transportation services during enrollment and transition periods to help ensure students maintain consistent school attendance and access to educational supports.	Aeries attendance, State Attendance Dashboard, DAAS graduation rate for 12th graders
4.6	FY students experience lower academic, attendance, graduation, and CCI rates. This can often be attributed to not having a consistent "support" system.	The social worker will continue working directly with foster youth students to provide individualized academic, attendance, behavioral, college and career, and social-emotional supports to increase school connectedness, engagement, and overall success. Supports will include goal setting, attendance interventions, academic monitoring, mentoring, transition support, and coordination with caregivers and community agencies. In addition, the program will increase focus on developing foster youth leadership opportunities, expanding access to dual enrollment and college courses, and increasing participation in career and postsecondary planning activities. Foster youth data, including attendance, grades, credit progress, and engagement, will be reviewed more regularly to identify barriers early and provide targeted interventions and supports. Trauma-informed practices, PBIS, and SEL supports will continue to be implemented to ensure foster youth students feel safe, supported, connected, and prepared for long-term success.	A-G pass rates, State Attendance, enrollment in college courses, graduation rates

Insert or delete rows, as necessary.

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

N/a

Additional Concentration Grant Funding

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

The additional concentration grant add-on funding identified above will play a critical role in expanding academic, instructional, college and career, and student support services for schools serving high concentrations of foster youth, English learners, and low-income students. Funding will be strategically allocated to strengthen instructional practices, increase academic rigor, expand Career Technical Education (CTE) opportunities, and enhance college and career readiness programs that support students in successfully transitioning to postsecondary education, training programs, and the workforce.

Resources will support increased staffing dedicated to providing direct services and interventions for students with the greatest needs. This includes expanding instructional support focused on standards-based instruction, differentiated learning, literacy development, and evidence-based instructional practices that promote student engagement and academic achievement. Additional support will also be directed toward increasing rigor within classrooms through instructional coaching, targeted interventions, project-based learning opportunities, and expanded access to dual enrollment and college coursework.

A significant focus of the funding will center on college and career readiness. Staff will continue providing guidance counseling, individualized academic planning, transcript reviews, graduation monitoring, and postsecondary planning support to ensure students remain on track toward graduation and future success. Students will receive assistance exploring college, career, military, trade, apprenticeship, and workforce pathways aligned to their individual interests and goals. The program will also continue supporting FAFSA completion, financial literacy, and access to postsecondary application support.

In addition, the funding will allow the expansion of Career Technical Education pathways and hands-on learning opportunities designed to increase student engagement and career exploration. Programs connected to trades, workforce readiness, industry certifications, and career exploration will continue to be strengthened through partnerships with colleges, apprenticeship programs, industry professionals, and community organizations. These efforts will provide students with meaningful exposure to real-world career pathways and opportunities for skill development.

Dual enrollment opportunities will continue to be expanded, allowing students to earn college credits while enrolled in high school and increasing early access to postsecondary experiences. This will be done through additional contracts and agreements with local two and four year colleges. Additional staffing and program monitoring will support the implementation of these initiatives by tracking student progress, identifying areas for improvement, and ensuring interventions and supports are responsive to student needs.

Because the majority of students enrolled in community and court school programs come from low socioeconomic backgrounds and often face significant educational barriers, these additional resources are intended to provide targeted, comprehensive, and responsive supports that address both academic and social-emotional needs. Through continued investment in rigorous instruction, CTE and workforce development, college and career readiness, and individualized student support systems, the program aims to increase student achievement, engagement, graduation outcomes, and long-term postsecondary success.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	Community School: 1 to 16.45 Court School 1 to 13
Staff-to-student ratio of certificated staff providing direct services to students	N/A	Community School: 1 to 10.11 Court School: 1 to 13

Local Control and Accountability Plan (LCAP) Action Tables Template

Developed by the California Department of Education, July 2023

2025-2026 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 16,722,307.00	$ 15,356,128.00

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	GLEAM Instruction and Professional Development	No	$ 20,000	$ 23,348
1	2	Standards aligned instructional resources	No	$ 292,180	$ 280,769
1	3	MTSS Teams	Yes	$ 1,117,526	$ 1,043,978
1	4	Direct tutoring and intervention support to students	No	$ 592,298	$ 506,454
1	5	Professional Development	No	$ 612,771	$ 599,364
1	6	Access and use of digital technology to support student learning	Yes	$ 505,200	$ 453,273
2	1	Dual Enrollment Programming	No	$ 216,240	$ 222,700
2	2	CTE Pathways	No	$ 1,081,911	$ 298,208
2	3	AVID	No	$ 56,038	$ 18,361
2	4	College and Career Indicatory (CCI) Planning and Awareness	Yes	$ 405,892	$ 222,816
2	5	Attendance support and focus	Yes	$ 251,373	$ 253,248
2	6	Monitoring instruction,Learning and graduation rates for students with disabilities	No	$ 337,319	$ 399,848
2	7	Support for English Learners	Yes	$ 96,141	$ 101,420
2	8	High School Equivalency Test (GED and HiSET)	No	$ 136,010	$ 136,402
2	9	Work-Based Learning and Industry Certifications	No	$ 8,782	$ 13,300
2	10	Student Led Enterprise	No	$ 19,100	$ 17,897
2	11	Summer School	No	$ 55,491	$ 52,402
3	1	Parent/Guardian workshops and committees	No	$ 58,000	$ 13,475

3	2	Parent Information Systems	No	$ 3,154	$ 3,154
3	3	Multilingual Communication	No	$ 34,650	$ 5,966
3	4	Behavioral Health	No	$ 1,383,375	$ 1,356,739
3	5	Positive Behavior Intervention and supports	No	$ 1,400	$ 32,499
3	6	Student Sports, Activities, and After School Programs	Yes	$ 68,500	$ 63,000
3	7	Mentoring	No	$ 70,000	$ 75,000
3	8	School Safety Personnel and Services	Yes	$ 862,700	$ 877,674
3	9	School Safety Equipment	No	$ 71,670	$ 11,869
3	10	Clean Schools	No	$ 609,892	$ 723,116
3	11	Physical Health	Yes	$ 40,000	$ 30,002
4	1	Community School Instructional Programming	No	$ 4,602,767	$ 4,280,344
4	2	Court School Instructional Programming	No	$ 2,390,518	$ 2,467,887
4	3	Educationally Related Mental Health Services (ERMHS)	No	$ 50,000	$ 60,000
4	4	School transportation	Yes	$ 40,000	$ 68,607
4	5	Creative Arts programming	No	$ 85,000	$ 125,000
4	6	Foster Youth Support	Yes	$ 158,524	$ 154,140
4	7	Transition Support	No	$ 247,885	$ 251,065
4	8	Project Based Learning	No	$ 60,000	$ 13,396
4	9	Leadership Skill Development	No	$ 80,000	$ 99,407
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2025-2026 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 1,861,206	$ 2,655,517	$ 2,569,501	$ 86,016	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	3	MTSS Teams	Yes	$ 837,199	$ 779,951.00	0.000%	0.000%
1	6	Access and use of digital technology to support student learning	Yes	$ 332,570	$ 293,985.00	0.000%	0.000%
2	4	College and Career Indicatory (CCI) Planning and Awareness	Yes	$ 69,651	$ 53,132.00	0.000%	0.000%
2	5	Attendance support and focus	Yes	$ 251,373	$ 253,248.00	0.000%	0.000%
2	7	Support for English Learners	Yes	$ 5,000	$ 450.00	0.000%	0.000%
3	6	Student Sports, Activities, and	Yes	$ 68,500	$ 63,000.00	0.000%	0.000%
3	8	School Safety Personnel and Services	Yes	$ 862,700	$ 877,674.00	0.000%	0.000%
3	11	Physical Health	Yes	$ 40,000	$ 30,002.00	0.000%	0.000%
4	4	School transportation	Yes	$ 30,000	$ 63,919.00	0.000%	0.000%
4	6	Foster Youth Support	Yes	$ 158,524	$ 154,140.00	0.000%	0.000%

2025-2026 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 3,987,601	$ 1,861,206	0.000%	46.675%	$ 2,569,501	0.000%	64.437%	$0.00 - No Carryover	0.00% - No Carryover

2026-27 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2026-27	$ 45,208,672	$ 1,813,726	4.012%	0.000%	4.012%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 5,975,912	$ 2,343,759	$ 4,571,461	$ 3,168,910	$ 16,060,042.00	$ 12,970,819	$ 3,089,223

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	GLEAM Instruction and Professional Development	All	No	LEA-wide	All	School Sites	3 years		$ 43,013	$ 3,013			$ 40,000	$ 43,013	0.000%
1	2	Standards aligned instructional resources	All	No	LEA-wide	All	School Sites	3 years	$ 54,622	$ 144,852	$ 54,622	$ 144,852			$ 199,474	0.000%
1	3	MTSS Teams	All	Yes	Schoolwide	English Learners and Low-Income	School Sites	3 years	$ 862,522	$ 45,974	$ 650,098			$ 258,398	$ 908,496	0.000%
1	4	Direct tutoring and intervention support to students	All	No	Schoolwide	All	School Sites	3 years	$ 562,298	$ 71,500		$ 616,848		$ 16,950	$ 633,798	0.000%
1	5	Professional Development	All	No	LEA-wide	All	School Sites	3 years	$ 420,366	$ 21,375	$ 15,375			$ 426,366	$ 441,741	0.000%
1	6	Access and use of digital technology to support student learning	All	Yes	LEA-wide	Low-Income	School Sites	3 years		$ 511,295	$ 312,370	$ 6,000	$ 3,150	$ 189,775	$ 511,295	0.000%
2	1	Dual Enrollment Programming	All	No	LEA-wide	All	School Sites	3 years		$ 192,412		$ 1,172		$ 191,240	$ 192,412	0.000%
2	2	CTE Pathways	All	No	LEA-wide	All	School Sites	3 years	$ 318,418	$ 197,246		$ 231,981		$ 283,683	$ 515,664	0.000%
2	3	AVID	All	No	LEA-wide	All	School Sites	3 years		$ 54,079	$ 5,054			$ 49,025	$ 54,079	0.000%
2	4	College and Career Indicatory (CCI) Planning and Awareness	All	Yes	LEA-wide	All	School Sites	3 years	$ 177,492	$ 88,779	$ 82,706			$ 183,565	$ 266,271	0.000%
2	5	Attendance support and focus	All	Yes	Limited	All	School Sites	3 years	$ 246,677	$ 23,300	$ 269,977				$ 269,977	0.000%
2	6	Monitoring instruction,Learning and graduation rates for students with disabilities	SWD	No	Limited	N/A	School Sites	3 years	$ 303,847	$ -		$ 303,847			$ 303,847	0.000%
2	7	Support for English Learners	English Learners	Yes	Limited	English Learners	School Sites	3 years	$ 40,500	$ 55,930	$ 4,000			$ 92,430	$ 96,430	0.000%
2	8	High School Equivalency Test (GED and HiSET)	All	No	LEA-wide	All	School Sites	3 years		$ 135,853	$ 1,000			$ 134,853	$ 135,853	0.000%
2	9	Work-Based Learning and Industry Certifications	All	No	LEA-wide	All	School Sites	3 years		$ 8,998				$ 8,998	$ 8,998	0.000%
2	10	Student Led Enterprise	All	No	LEA-wide	All	School Sites	3 years		$ 21,691		$ 21,691			$ 21,691	0.000%
2	11	Summer School	All	No	Schoolwide	All	School Sites	3 years	$ 52,200	$ -				$ 52,200	$ 52,200	0.000%
3	1	Parent/Guardian workshops and committees	All	No	LEA-wide	All	Home and School	3 years		$ 58,000				$ 58,000	$ 58,000	0.000%
3	2	Parent Information Systems	All	No	LEA-wide	All	Home and School	3 years		$ 3,160	$ 3,160				$ 3,160	0.000%
3	3	Multilingual Communication	All	No	LEA-wide	English Learners	School Sites	3 years		$ 18,500	$ 18,500				$ 18,500	0.000%
3	4	Behavioral Health	All	No	LEA-wide	All	School Sites	3 years	$ 1,308,014	$ 17,040		$ 709,777	$ 561,856	$ 53,421	$ 1,325,054	0.000%
3	5	Positive Behavior Intervention and supports	All	No	LEA-wide	All	School Sites	3 years		$ 35,550	$ 34,050	$ 1,500			$ 35,550	0.000%
3	6	Student Sports, Activities, and After School Programs	All	Yes	Schoolwide	All	School Sites	3 years		$ 22,500	$ 22,500				$ 22,500	0.000%
3	7	Mentoring	All	No	Schoolwide	All	School Sites	3 years		$ 80,707	$ 80,707				$ 80,707	0.000%
3	8	School Safety Personnel and Services	All	Yes	Schoolwide	All	School Sites	3 years	$ 862,372	$ 122,026	$ 984,398				$ 984,398	0.000%
3	9	School Safety Equipment	All	No	LEA-wide	All	School Sites	3 years		$ 8,300	$ 8,300				$ 8,300	0.000%
3	10	Clean Schools	All	No	LEA-wide	All	School Sites	3 years		$ 752,600	$ 752,600				$ 752,600	0.000%
3	11	Physical Health	All	Yes	LEA-wide	Low-Income	School Sites	3 years		$ 43,044	$ 43,044				$ 43,044	0.000%
4	1	Community School Instructional Programming	All	No	Schoolwide	All	School Sites	3 years	$ 4,815,658	$ -	$ 249,178		$ 4,006,455	$ 560,025	$ 4,815,658	0.000%
4	2	Court School Instructional Programming	All	No	Schoolwide	All	School Sites	3 years	$ 2,466,811	$ -	$ 1,906,830			$ 559,981	$ 2,466,811	0.000%
4	3	Educationally Related Mental Health Services (ERMHS)	All	No	Limited	All	School Sites	3 years		$ 60,000		$ 60,000			$ 60,000	0.000%

4	4	School transportation	Low Income	Yes	Limited	Foster Youth and Low-Income	School Sites	3 years		$ 42,283	$ 32,283			$ 10,000	$ 42,283	0.000%
4	5	Creative Arts programming	All	No	LEA-wide	N/A	School Sites	3 years	$ 106,091	$ -		$ 106,091			$ 106,091	0.000%
4	6	Foster Youth Support	Foster Youth	Yes	Limited	Foster Youth	School Sites	3 years	$ 103,509	$ 1,500	$ 105,009				$ 105,009	0.000%
4	7	Transition Support	All	No	Limited	N/A	School Sites	3 years	$ 269,422	$ 67,716	$ 337,138				$ 337,138	0.000%
4	8	Project Based Learning	All	No	Schoolwide	All	School Sites	2 years		$ 60,000		$ 60,000			$ 60,000	0.000%
4	9	Leadership Skill Development	All	No	LEA-wide	All	School Sites	2 years		$ 80,000		$ 80,000			$ 80,000	0.000%
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2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 45,208,672	$ 1,813,726	4.012%	0.000%	4.012%	$ 2,506,385	0.000%	5.544%	**Total:**	$ 2,506,385
								LEA-wide Total:	$ 438,120
								Limited Total:	$ 411,269
								Schoolwide Total:	$ 1,656,996

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	3	MTSS Teams	Yes	Schoolwide	English Learners and Low-Income	School Sites	$ 650,098	0.000%
1	6	Access and use of digital technology to sup	Yes	LEA-wide	Low-Income	School Sites	$ 312,370	0.000%
2	4	College and Career Indicatory (CCI) Plannir	Yes	LEA-wide	All	School Sites	$ 82,706	0.000%
2	5	Attendance support and focus	Yes	Limited	All	School Sites	$ 269,977	0.000%
2	7	Support for English Learners	Yes	Limited	English Learners	School Sites	$ 4,000	0.000%
3	6	Student Sports, Activities, andAfter School I	Yes	Schoolwide	All	School Sites	$ 22,500	0.000%
3	8	School Safety Personnel and Services	Yes	Schoolwide	All	School Sites	$ 984,398	0.000%
3	11	Physical Health	Yes	LEA-wide	Low-Income	School Sites	$ 43,044	0.000%
4	4	School transportation	Yes	Limited	Foster Youth and Low-Income	School Sites	$ 32,283	0.000%
4	6	Foster Youth Support	Yes	Limited	Foster Youth	School Sites	$ 105,009	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

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

    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA

engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

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

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

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

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

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

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

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

- The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
  - The school or schools to which the goal applies

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

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

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

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. "Effectiveness" means the degree to which the actions were successful in producing the target result and "ineffectiveness" means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each

student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

    - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.

    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

    - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.

    - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

    - LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:

        - Identify the action as an LREBG action;

        - Include an explanation of how research supports the selected action;

        - Identify the metric(s) being used to monitor the impact of the action; and

        - Identify the amount of LREBG funds being used to support the action.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

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

Statutory Requirements

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

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

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

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

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

Total Percentage to Increase or Improve Services for the Coming School Year

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

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

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

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

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

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

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

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to

replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

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

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

- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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