

Riverside County Court School

School Plan for Student Achievement (SPSA)

The instructions and requirements for completing the School Plan for Student Achievement (SPSA) and Comprehensive Support and Improvement (CSI) planning requirements follow the template in the [SPSA Template Instructions](#).

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Riverside County Court School	33103303330123	May 19, 2026	June 24, 2026

Plan Description

Briefly describe your school’s plan for effectively meeting the Every Student Succeeds Act (ESSA) planning requirements for CSI in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

The purpose of this plan is to describe the comprehensive support and improvement plan for the Riverside County Court School. Riverside County Court School was identified as being eligible for comprehensive support and improvement in the English Learner Progress Indicator, graduation rates, College and Career readiness, and the Hispanic, and Socioeconomically Disadvantaged student groups.

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 youths detained in the Riverside County Juvenile Justice system. Risk assessment, gang affiliation, and gender are primary factors in determining 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, located in the city of Indio, houses two male units. Allen M. Crogan Youth Treatment (AMC YTEC) Education Center houses three units that cater to different student populations based on their rehabilitation progress and court-issued commitment orders. 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 for daily court school instruction, focusing on preparing individual students for future success in college or a 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.

In alignment with this mission, vision, and pledge, the Superintendent's Initiatives serve as a strategic foundation for the development and continuous improvement of educational programs across the county. These initiatives are particularly impactful in guiding the direction of alternative education programs, ensuring that students who have historically faced barriers to success receive targeted, responsive support.

The Foster Youth Success Initiative directly supports one of our most vulnerable student populations by strengthening the connections between schools, community organizations, and government agencies. Through this initiative, alternative education programs can better address the academic, behavioral, and transitional needs of foster youth.

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

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

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

The Competitive Edge Initiative promotes inclusive practices and cultural 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.

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

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

As of the CALPADS Information Day census, student enrollment in RCOE Alternative Education programs totaled 310 in 2025-2026, with 104 students in the Court School (an increase of 6 from the previous year). For Court School students, the majority are male. 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. All the RCOE AE school sites qualify as Title I schools.

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

Educational Partner Involvement

How, when, and with whom did your school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Educational partner engagement is an ongoing process for Alternative Education every year. Meetings are held with our educational partners to gain input and feedback on our programs and services as a part of our continuous improvement process. Staff, parents/guardians, students, and community partners were involved in LCAP educational partner meetings during the 2024-2025 school year along with educational partner meetings both virtually and in person. Partners review student data and program outcomes along with the state priorities at each meeting and provide input. The feedback from partners is considered in relation to student data, the state priorities, and the unique needs of our students. This year there was a focus on determining new goals and actions to go along with the new three-year LCAP plan.

During the 2025-2026 school year, the Riverside County High School Site Council (SSC), which combines Community and Court Schools, reviewed quantitative data and provided input on the SPSAs and LCAP during meetings held on 9/3/25, 10/7/25, 11/4/25, 1/13/26, 3/17/26, and 5/19/26. The required membership of the Riverside County High School SSC includes 1 principal, 3 teachers, 1 classified representative, 1 parent, 2 court school students, and 2 community school students. Community and Court School SSC members are selected through a nomination and voting process.

The Community School and Court School English Learner Advisory Committee (ELAC), composed of parents of English learners, reviewed quantitative data and provided input on the SPSAs and LCAP during meetings held on 9/3/25, 10/7/25, 11/4/25, 1/13/26, 3/17/26, 5/17/26, and 5/19/26.

The District English Learner Advisory Committee (DELAC), made up of parents from the Community and Court School ELACs, reviewed quantitative data and provided input on the SPSAs and LCAP during meetings held on 9/16/25, 11/18/25, 1/27/26, 3/21/26, and 5/27/26. The District English Learner Advisory Committee (DELAC) and Parent Advisory Committee (PAC) met jointly to provide input on the LCAP. The Parent Advisory Committee is composed of parents from the SSCs, ELACs, and DELACs.

The Parent Advisory Committee (PAC), made up of parents from the SSCs, ELACs, and DELACs, met throughout the 2025–2026 school year to provide input on the SPSAs and LCAP on September 16, 2025; November 18, 2025; January 27, 2026; March 21, 2026; and May 27, 2026. The PAC also conducted its final review and consultation on May 19, 2026.

During the quarterly meetings with Probation, input on programs for students in the Court School for the SPSA and LCAP were 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 of 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.

Resource Inequities

Briefly identify and describe any resource inequities identified at your school as a result of the required needs assessment.

Based on the comprehensive needs assessment, no resource inequities were identified. The Alternative Education 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), and Student Outcomes (Priority 8).

Comprehensive Needs Assessment

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

The California School Dashboard data reflected the following:

Academic Performance

English Language Arts and Mathematics

Over time, academic performance data for Court Schools has fluctuated, with recent signs of improvement, particularly in the most recent 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 a positive shift after prior regression.

Across both content areas, the data reflects 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.

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, 42.86% of Court School students demonstrated growth on paired MAP assessments. Court School results show a more than double increase from the previous data point (23.5% to 50.5%). In Mathematics, 43.75% of Court School students demonstrated growth, indicating continued progress and providing valuable information to guide instructional planning and intervention efforts. 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 females received passing marks.

College/Career Indicator (CCI)

The RCOE Alternative Education program has continued to expand college- and career-readiness opportunities for students, as evidenced by recent California School Dashboard results and increased access to postsecondary pathways. These efforts reflect a commitment to supporting students through intentional instructional strategies, dual enrollment opportunities, and targeted supports designed to increase college and career readiness.

Over the past year, student participation in UCR dual enrollment courses increased from 34 students in 2024–2025 to 57 in 2025–2026. This growth indicates an increasing embrace of a college-going culture within Court Schools and expanded access to postsecondary experiences.

The College/Career Indicator (CCI) reflects the percentage of students who graduate as “Prepared” for postsecondary success. For Court Schools, 2.2% of students were identified as “Prepared” in 2025, reflecting a decline of 13.4% from the prior year and resulting in a Red performance level on the California School Dashboard. Over time, this measure has fluctuated, with the percentage of students identified as “Prepared” increasing to 15.6% in 2024 before declining in 2025. Concurrently, the percentage of students identified as “Not Prepared” increased to 94.5%.

Overall, the data indicate that preparing students for postsecondary success remains a focus. While participation in dual enrollment opportunities has increased significantly, the CCI results highlight the need for continued efforts to expand college and career pathways, strengthen student readiness, and improve long-term postsecondary outcomes for Court School students.

While this progress is encouraging, it is important to note that overall preparedness remains low and that there is a continued need to align these gains with higher graduation rates. Strengthening the connection between College and Career Indicator (CCI) strategies, such as project-based learning, collaborative academic conversations, and actionable feedback, and graduation outcomes will remain a critical focus moving forward. Stakeholder engagement continues to emphasize the importance of post-secondary readiness as a key measure of success, particularly for students who face systemic barriers. Engagement meetings underscored the importance of addressing these issues, reflecting community and stakeholder concerns and priorities.

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, likely including 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.

Court Schools ELPI (Data 2024-2025)

Court School data shows strong, encouraging growth in English language development. Currently, 68.8% of students are making progress toward English proficiency, a significant increase that exceeds 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.

ELPAC Court

The 2024–2025 Summative ELPAC results indicate that English Learners in Riverside County 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 Court Schools, 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 demonstrates 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 to continue focusing 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.

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 1.9% decline from the previous year and remaining in the Red performance level. Among students in this cohort, approximately 46.9% graduated within 4 years, with an additional 7.1% completing in their 5th year, while 45.9% did not graduate within the timeframe (see the 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.

Students are enrolled in the RCOE Alternative Education program throughout the year based on district referral, probation referral, or court order. Enrollment in Court Schools can be highly transient. When comparing stability rates, the total number of students with 245 consecutive days of continuous enrollment at one school is significantly lower than the state average. For Court Schools, the stability rate is 2.9% for 2024–2025, compared to 91.5% statewide and 89.9% in Riverside County.

The comparison between the 2023–2024 and 2024–2025 data shows a clear shift toward shorter lengths of stay within Court Schools. 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.

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 greater 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 stay underscores the importance of immediate, intentional planning for students' next steps. Schools must prioritize early conversations around postsecondary 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.

The continued trend of shortened enrollment periods within Court Schools underscores the need for educators to prioritize essential learning and deliver instruction in ways that are immediately accessible and meaningful for 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, limited access to medical and mental health services, and disruptions associated with involvement in the juvenile justice system. 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, Court Schools have continued to prioritize 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, Court Schools continue 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 students with direct, accessible academic support. Early indicators suggest a promising impact: students who use Khan Academy show 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, focused instructional approach, underscores the importance of delivering high-impact learning experiences within a limited timeframe. By prioritizing essential skills, reducing barriers, and leveraging targeted supports, Court Schools are better positioned to meet the needs of a highly mobile student population while continuing to drive positive academic outcomes.

This past year, Court Schools focused on expanding Project-Based Learning (PBL) implementation across all sites through a scaffolded system of support and integration. All instructional staff received foundational training in PBL, along with additional professional learning focused on Kagan strategies for engagement and collaboration. To ensure consistency and quality, four fully developed PBL units were created in partnership with RCOE's Educational Services Unit. These units ranged from four to six weeks in length and emphasized academic language development, collaborative learning, group work, and reciprocal teaching. These practices help students process and internalize content more deeply while strengthening communication, reasoning, and social-emotional skills.

Coaching sessions were provided to teachers and principals through instructional coaches, Teachers on Special Assignment (TOSAs), and administrators to strengthen instruction and curriculum implementation. In total, 16 ELD principal and classroom coaching sessions were conducted, focusing on effective ELD strategies and instructional practices.

Throughout the 2025–2026 school year, coaching and professional learning remained a major focus in strengthening instructional practices across Court School sites. A total of 66 documented in-person and virtual coaching sessions supported teachers through planning meetings, classroom visits, pre-conferences, debriefs, implementation coaching, 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. This consistent coaching cycle helped establish a shared instructional vision while building teacher confidence and instructional capacity.

A significant focus this year was 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 four-day PBL design structure to make project-based learning more sustainable and manageable within Court School 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 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.

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.

RCOE Alternative Education also continued its partnership with the Southern California Consortium (formerly Tri-County) to facilitate structured collaboration around the Plan-Do-Study-Act (PDSA) cycle. Through this partnership, school teams conducted root-cause analysis to identify instructional gaps and design targeted improvement strategies. These practices ensured a shared commitment to addressing equity, improving instruction, and building site-level capacity to implement sustainable change. Alternative Education worked with CDE and is also part of a Southern County Consortium (formerly known as Tri-County Consortium) with the Orange County Department of Education, Los Angeles County Office of Education, and San Bernardino County Office of Education to leverage the capacity, experience, expertise, resources, and strengths of each county office. Through a consortium support provider approach, Alternative Education focuses on identifying strengths and weaknesses relative to the state priority areas, reviewing performance-level data, and using evidence-based programs and practices to address areas of need.

Conditions/Climate

California Health Kids Survey (CHKS)

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%) indicate that students experience 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:

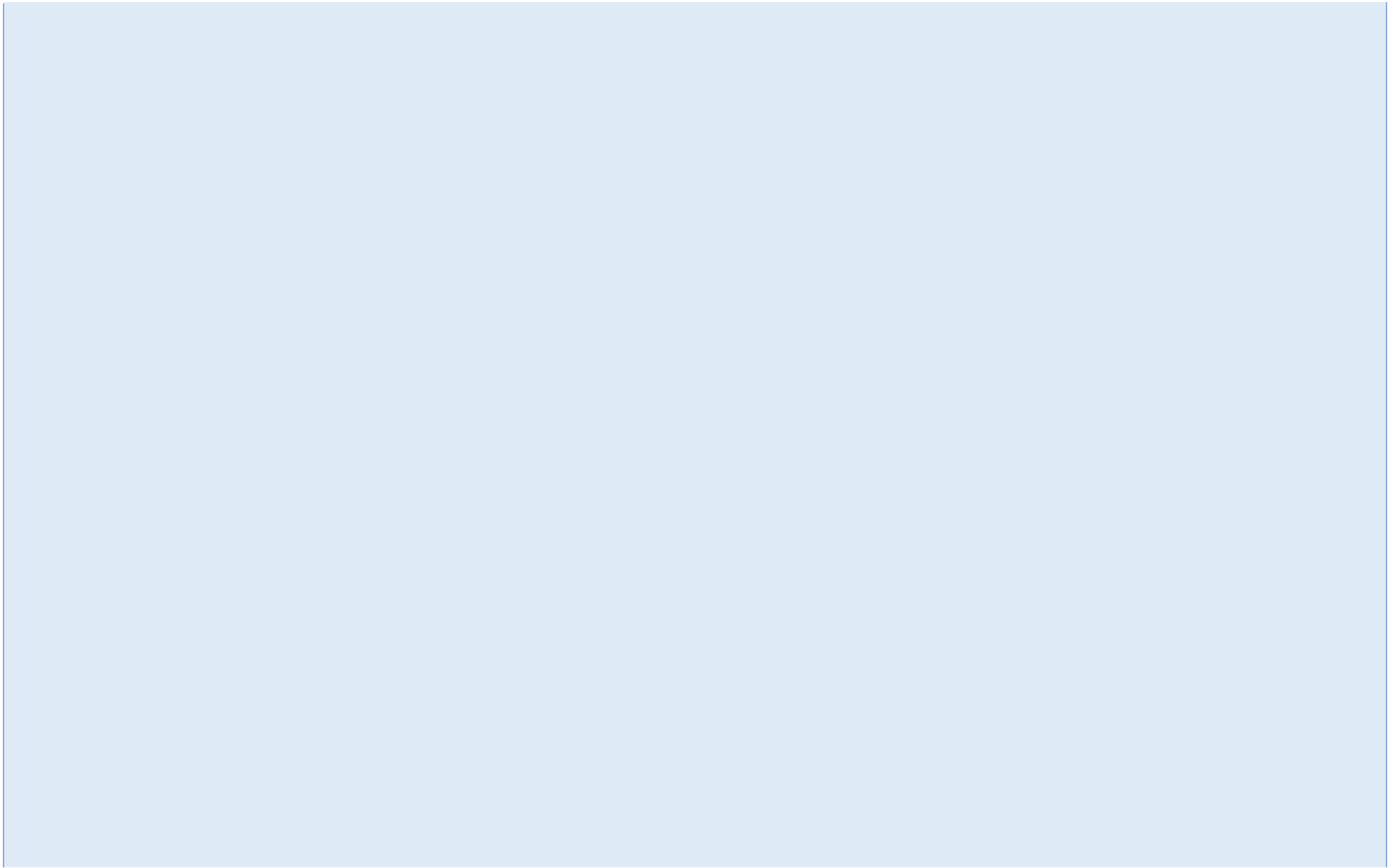
Court Schools demonstrate strength in creating safe, structured, and supportive environments, which are essential given the student population they serve. Moving forward, the focus will be on enhancing student voice, engagement, and connection to school, ensuring that students are not only present and safe but also actively invested in their learning. Continued emphasis on mental health supports will also be important for addressing student well-being and sustaining progress.

Suspension Rates

Within the Court Schools, RCOE maintained a 0% suspension rate for the 2024–2025 school year, achieving this across all student groups. This success can be attributed to a multifaceted approach that includes providing additional support to students, such as counseling, mentoring, goal-setting, and academic tutoring.

Staff prioritizes building strong relationships between students and teachers to foster a positive, supportive learning environment. This approach aligns with the principles of Positive Behavioral Interventions and Supports (PBIS), which emphasize establishing clear behavioral expectations, explicitly teaching those expectations, providing consistent positive reinforcement, and using data to monitor and adjust interventions as needed.

By implementing PBIS strategies, Court Schools have created learning environments where students feel safe, respected, and engaged. This proactive approach not only reduces behavioral challenges but also supports academic achievement, strengthens student connections to school, and enhances overall school culture.



Goals, Strategies/Activities, and Expenditures

Complete a copy of the Goal table for each of the school’s goals. Duplicate the table as needed.

Goal 1

Goal #	Description
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#1	Within 3 years, all students will demonstrate growth towards meeting or exceeding standards in ELA CAASP and Math CAASP to meet graduation and CCI requirements yearly
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Identified Need

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

The California School Dashboard for Court Schools reflects a mix of strengths and areas of need, though performance data is limited due to small student populations, leading several indicators to receive a Gray or "No Performance Review" designation. Available data identifies Suspension Rate (Blue) as a clear area of strength, demonstrating success in maintaining safe and supportive learning environments. At the same time, Graduation Rate and College/Career Readiness remain areas of significant need, both of which are identified in the Red performance level. Academic indicators in English Language Arts (ELA) and Mathematics remain Gray due to limited data; however, both areas showed increases in points, suggesting positive movement in student achievement despite the absence of a color designation.

Over time, academic performance data for Court Schools has shown fluctuation, with encouraging signs of improvement in the most recent year. In English Language Arts, students continue to perform below standard; however, the distance from standard improved to 132.3 points below standard in 2025, compared to 192.2 points below standard in 2024 and 180.7 points below standard in 2022. This improvement represents a meaningful positive shift and suggests recent gains in literacy achievement despite ongoing challenges. Similarly, Mathematics performance remains well below standard, but data indicate modest improvement. Students scored 236.8 points below standard in 2025, improving from 260.2 points below standard in 2024. While gains in mathematics have been less pronounced than those in ELA, the trend reflects positive movement following prior declines.

Across both content areas, the data reveals a pattern of inconsistency over time, likely influenced by the unique characteristics of Court School populations, including small enrollment numbers and high student mobility. Nevertheless, recent increases in both ELA and Mathematics point to incremental academic growth. Although performance levels remain below standard and have not yet resulted in higher Dashboard ratings, the upward trend suggests that students are making progress. These results reinforce the importance of maintaining a strong focus on foundational academic skills, particularly literacy, while continuing to provide targeted supports that address the unique needs of Court School students.

By establishing this goal, the district prioritizes academic achievement and ensures that Court School students make progress toward proficiency in English Language Arts (ELA) and Mathematics, two foundational areas required for graduation and long-term success. RCOE and the State of California have specific ELA and mathematics credit requirements for graduation, and supporting students in meeting these requirements increases the likelihood of earning credits, remaining on track for graduation, and successfully transitioning to postsecondary education, training, or employment.

Court School students are evaluated through local indicators and the California School Dashboard. Dashboard data and local performance measures were reviewed during stakeholder engagement meetings, with particular attention given to areas identified as needing improvement, including Graduation Rate and College/Career Readiness. These discussions informed the development of goals and actions designed to support student success through a whole-child approach that addresses both academic and engagement needs.

ELA and Mathematics serve as the foundation for learning across all content areas. Current performance data indicate that Court School students continue to perform below state standards in these subjects, impacting their ability to meet graduation requirements and successfully prepare for postsecondary opportunities. By focusing on improving achievement in ELA and Mathematics, the district can strengthen students' foundational skills, increase academic confidence, support credit attainment, and improve graduation outcomes. Teachers have also identified a continued need for support in implementing California State Standards, as reflected in Priority 2 self-reflection survey results. Ongoing professional learning and instructional support will help strengthen standards-based instruction and improve student outcomes.

Progress in ELA and Mathematics is a key measure of school and district effectiveness and demonstrates the district's commitment to accountability, continuous improvement, and positive student outcomes. Proficiency in these subjects is essential for students to successfully pursue college, career, and workforce opportunities, making growth in these areas critical to long-term success. Monitoring student achievement and providing targeted interventions helps identify and address learning gaps while supporting equitable access to high-quality instruction and opportunities for academic success. Student achievement data in ELA and Mathematics also provide valuable information for evaluating instructional effectiveness, identifying areas of need, and allocating resources strategically. Additionally, state and federal accountability systems emphasize academic proficiency in ELA and Mathematics, and aligning this goal with those expectations ensures compliance while maintaining a focus on improving student achievement and outcomes for Court School students.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
NWEA ELA paired assessment growth rates for Court School (Priority 8).	42.6% showed MAP growth in ELA for Court School in 25-26	The percent meeting/exceeding the NWEA in ELA for all students will be 60%
NWEA Math paired assessment growth rates for Court School (Priority 8).	43.75% showed MAP growth in ELA for Court School in 25-26	The percent meeting/exceeding the NWEA in Math for all students will be 80%
Court School CAASPP ELA (Priority 4)	The distance from standard was 132.3 on the CAASPP in ELA for Court School students 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

Court School CAASPP Math (Priority 4)	The distance from standard was 236.8 on the CAASPP in Math for Court School students With 0% meeting or exceeding the standard	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.
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 School is 0%, 100% effective.	Teachers deemed to be effective according to School Accountability Report Card in Court School will be maintained at 100%.
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 2025-2026.	Certification to teach English learners (CLAD, BCLAD, or SDAIE/SB1292) will be maintained at 100%.
California State Standards Implementation Reflection Tool. Implementation of academic content and performance standards and English language development standards (Priority 2).	The average rating on the California Standards Reflection Tool was 3.88 based on all five areas: Professional Learning on New Standards. Instructional Materials Aligned to New Standards. Identifying Areas Needing Improvement. Progress in Implementing Standards in all areas. Identifying Professional Learning.	The average rating on the California State Standards Implementation Reflection Tool will be 4 based on the average of all areas.

Strategies/Activities

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
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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 coaching support.	All Students		
1.2	School Aligned Resources Students have access to standards-aligned instructional materials in multiple modalities	All Students	\$76,405 \$37,209 \$22,269	Unres Lottery EPA Res Lotter
1.3	MTSS Teams MTSS team meetings to review and evaluated data to determine interventions for students within the area of academics, behavior, and attendance as monitored and documented through the AERIES system.	All Students	\$512,047 \$139,995	Supp/Conc Title I Part D
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.	All Students	\$32,800 \$371,677	Unres Lottery LCFF Equity

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.	All Students	\$84,191 \$125,992 \$1,000 \$3,750	CSI Title I, IV, II, CSI Title I Part D CSI
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.	All Students	\$222,125	LCFF/Title I

Annual Review

SPSA Year Reviewed: 2025-2026

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Goal Analysis

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

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

N/A this is a new goal with new actions and metrics.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

N/A this is a new goal with new actions and metrics.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

N/A this is a new goal with new actions and metrics.

Goal 2

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

Identified Need

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

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 for 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).

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

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Court School four/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
Court School DASS One-Year High School Graduation Rate on the California Dashboard (Priority 5).	The Court School DASS One Year Graduation Rate was 98% in 2024-2025	Achieve 95% Court School DASS One-Year High School Graduation Rate.
Court School College/Career Indicator on the California Dashboard (Priority 4).	Court School CCI 2.2% in 2024-2025	Achieve a 10% CCI Rate.
English learner growth on the Test of English Language Learners Local Test of English Language Learners (Priority 8).	EL students scoring well-developed on the Language Tree Assessment 25-26 Listening: 15% Reading: Court 0% Speaking: Court 50% Writing: Court Overall 29%	EL students scoring advanced/high on the TELL 42%.
English learner reclassification (Priority 4) based on the Alternative Education reclassification criteria.	English learner reclassification rate was 0% in 2024-2025	English learner reclassification rate will be 10%.

Court School Students ELPAC (Priority 4).	Court School ELPAC for 2024-2025, 15.53 % classified as Level 4, indicating well-developed, 32.40% fell 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.
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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 2025-2026	Maintain at 100%.
Students have access to standards-aligned instructional materials based on the Alternative Education Textbook Management System (Priority 1).	All students had access to standards-aligned instructional materials in 2025-2026	Maintain at 100%.

Strategies/Activities

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
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.	All Students	\$99,470	Title I Part A
2.2	CTE Pathways Expand current career technical programming that includes welding, digital media, culinary/hospitality, residential commercial construction, and computer networking/science.	All Students	\$106,812 \$14,058 \$27,600 \$165,209	Title I Part A Perkins CTEIG K-12 SWP
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 postsecondary 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).	All Students	\$21,206 \$4,571	Supp/Con Title I Part A

2.4	College and Career Indicator (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	All Students	\$56,340 \$125,046	Supp/Con Title I Part A
2.5	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.	All Students		

2.6	Monitoring Instruction and Learning for Students with Disabilities Monitor and evaluate the progress of students with disabilities on academic achievement, attendance, and behavior. Provide teachers with in-class support from administrators, instructional specialist, and school psychologist.	Students with Disabilities	\$32,523 \$154,736 \$14,140	IDEA Sped Ed Mental Health
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 (TELL, ELPAC) and reclassification rates, and ensure daily designated and integrated English language development (English 3-D, Language Tree Online).	English learners	\$2,725 \$59,558 \$3,406	LCFF Title I Part A Title III
2.8	High School Equivalency Test (GED and HiSET) Implement the High School Equivalency Test prep and assessment (GED and HiSET) as an alternate to the high school diploma.	All Students	\$681 \$91,863	LCFF Title I Part A
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).	All Students	\$6,129	Title I Part A
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)	All Students	\$12,903	K12 SWP

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	All Students		
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Annual Review

SPSA Year Reviewed: 2025-2026

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Goal Analysis

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

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

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

Fall-to-Spring 2025–2026 NWEA results indicated negative growth in both Language Arts (-5.07) and Mathematics (-1.81) for Court School students, with the decline in Language Arts being particularly concerning. These outcomes may reflect the unique challenges faced by Court School populations, including high student mobility, interrupted learning experiences, inconsistent attendance, trauma, and shorter enrollment periods, which can affect instructional continuity and academic progress. Although the sample size was relatively small (n=30), the data reinforce the need to continue prioritizing literacy instruction and intervention while strengthening academic supports across content areas.

Teacher credentialing and English learner certification rates remained strong, maintaining 100% compliance. Despite ongoing challenges related to student mobility, attendance barriers, and complex social-emotional and behavioral needs, implementation efforts remained focused on strengthening instructional practices, building staff capacity, expanding 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.

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 rates, expanding college- and career-readiness opportunities, supporting English learners, and ensuring 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 the four-year graduation rate increasing from 37.8% to 46.9% and the five-year graduation rate increasing from 49.0% 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. Court School English learner performance on the ELPAC also improved, with the percentage of students scoring at the Moderately Developed or Well-Developed proficiency levels increasing to 47.93%, surpassing the target of 40%.

Additional successes included maintaining 100% student access to a broad course of study and standards-aligned instructional materials. However, implementation challenges continued to reflect the complex and highly mobile nature of the Court School population. Court School College and Career Indicator (CCI) rates declined from the prior year, reflecting challenges related to student mobility, short enrollment periods, limited time for pathway completion, and inconsistent access to career preparation experiences before enrollment. The absence of key support staff during the 2025-2026 school year also had a direct impact on program

implementation and outcomes. Additionally, English learner reclassification rates remained below target, indicating the need for continued language acquisition supports and targeted instructional interventions.

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.

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 and Cal Kids workshops are 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 seniors to review graduation 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).

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 was 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. Hise 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.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No changes notes

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No changes notes.

Goal 3

Goal #	Description
#3	Foster students' personal growth and learning in safe, supportive environments, while also enhancing connections and communication between homes, schools, and communities.

Identified Need

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

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)

Maintain no suspensions through PBIS (Action 3.5). 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 RUHS BHS. 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 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.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Court school suspension rate.	0% Suspension 2023-2024 School Year.	<1% Suspension Rates
Student Expulsion Rates (Priority 6)	Court School student expulsion rates were zero.	Court School student expulsion rates were zero.
Student Daily Attendance Rates (Priority 5)	Student attendance rates were 91.7% at the Court School in 2025-2026	Achieve a 95% overall student attendance rate.
Court Student Chronic Absenteeism Rates (Priority 5)	No Performance Rating available for Chronic Absenteeism.	<25% Chronic Absenteeism
School Safety (Priority 6) California Health Kids Survey (CHKS)	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%.

Safe and Clean Facilities (Priority 1) 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.
Social Emotional (Priority 6) Panorama Screener Social Emotional Learning	Court School: Overall score on Student Competency & Well-Being Measure 47%.	The percent of students responding that they feel very safe or safe on the California Healthy Kids Survey CHKS) will be at 70%.
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 were fully implemented in 2025-2026.	Maintain average rating on the CDE Parent Engagement Self-Reflection Tool at full implementation.

Strategies/Activities

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)

3.1	Parent/Guardian workshops and Committees Training and support for educators and families that help both groups work collaboratively to build trusting relationships and partnerships focused on improving 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 PIQE, College Success, various parent advisory committees, SSC, ELAC, DELAC, Awards Ceremonies, parent information nights, etc.	All Students	\$39,510	Title I Part A
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).	All Students	\$2,153	LCFF
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.	All Students	\$12,602	LCFF

3.4	Behavioral Health Implement and monitor mental health/social health wellness and screener to provide mental health and support by providing a multi-tiered system of intervention. Students have access to licensed behavioral health therapists on each school campus. Families are provided with direct support and linkage to community agencies and resources.	All Students	\$36,391 \$468,948 \$14,556 \$288,125	CSI SSEBG TUPE Capacity/MH Coach
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), 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.	All Students	\$1,022 \$23,195	TUPE LCFF
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.	All Students	\$54,978	Supp Conc
3.9	School Safety Equipment Maintain PPE supplies and school safety equipment/infrastructure (e.g., alarms, security cameras, two-way radios).	All Students	\$5,654	LCFF

3.10	Clean Schools Implement custodial services, work orders, and contracted services for cleaning at partner sites.	All Students	\$512,676	LCFF
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Annual Review

SPSA Year Reviewed: 2025-2026

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Goal Analysis

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

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Overall, the actions and services identified within Goal 3 were implemented largely as planned and demonstrated positive outcomes for Court School 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 persisted in attendance, social-emotional wellness, and family participation, significant progress was made in building supportive, trauma-informed school environments and increasing students' connection to school.

Family engagement remained a priority through CAREspace Parent Workshops that addressed topics such as 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. Communication with families was consistently supported through ParentSquare, allowing schools to communicate effectively in both English and Spanish regarding meetings, announcements, and student support needs. Multilingual communication practices were further expanded through translated

materials, multilingual meetings, staff translation support, and translated student resources, increasing accessibility for families whose primary language is not English.

Behavioral health services were fully implemented and served as a critical support system for Court School students. The Behavioral Health Team, consisting of licensed therapists, associate therapists, and a behavioral health coordinator, met with 100% of students upon enrollment to identify needs and connect students to appropriate services. During the year, the team 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 access to mental health, medical, and social services. The team also delivered 81 social-emotional learning presentations aligned to the CASEL framework and provided staff professional development focused on trauma-informed practices and SEL integration. Panorama Screener data was utilized to inform site-specific interventions and supports.

Positive Behavioral Interventions and Supports (PBIS) continued to be effectively implemented through student recognition systems, restorative practices, incentives, assemblies, and experiential learning opportunities. Families received regular positive communication celebrating student growth and accomplishments, while campuses visibly recognized student achievements. Staff continued to receive training in restorative practices as both preventative and responsive strategies.

Student engagement opportunities were successfully implemented through mentoring programs that emphasized goal setting, literacy integration, journaling, and helping students identify areas within their control. These activities supported both social-emotional development and academic growth. School safety and facility maintenance actions were also implemented as planned, with safety equipment maintained and updated as needed and facilities remaining in good condition.

Outcome data reflected several notable successes. Court Schools maintained a 0% suspension rate and a 0% expulsion rate, demonstrating the effectiveness of positive behavior supports, restorative practices, and proactive interventions. While Panorama social-emotional learning data indicated that students continue to benefit from SEL and behavioral health supports, overall competency and well-being scores remain below desired targets, highlighting the continued need for expanded social-emotional and behavioral health services.

Overall, the implementation of Goal 3 actions remained closely aligned with the LCAP's priorities. The integration of trauma-informed practices, behavioral health services, family engagement systems, positive behavior supports, mentoring opportunities, and enrichment activities contributed to a positive school climate, increased student engagement, and stronger feelings of safety and connection. Continued efforts will focus on strengthening attendance, improving social-emotional wellness outcomes, expanding family participation, and ensuring that students with the greatest needs continue to receive comprehensive and responsive support services.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

N/A this is a new goal with new actions and metrics.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

N/A this is a new goal with new actions and metrics.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp) and/or that receive funds from the (local educational agency (LEA) for CSI.

Budget Summary Table

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the ConApp	\$ 1,013,858
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$ 4,088,246
Total Federal Funds Provided to the School from the LEA for CSI	\$ 653,042

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
IDEA	\$83,211
Perkins	\$ 23,908

Subtotal of additional federal funds included for this school: \$ 107,119

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
CTEIG	\$ 27,600
K12 Strong Workforce	\$ 178,112
Lottery Unrestricted	\$ 109,205
Lottery Restricted	\$22,269
Special Education	\$ 168,876
School-Linked Capacity Grant/ Mental Health Coaches	\$ 288,125
Student Support and Enrichment Block Grant	\$ 468,948
TUPE	\$ 15,578
LCFF	\$ 1,835,268

Subtotal of state or local funds included for this school: \$ 3,113,981

Total of federal, state, and/or local funds for this school: \$3,221,100

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Comprehensive Support and Improvement (CSI), pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal CSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC 64001(g)(1)*, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet federal CSI planning requirements.

- [Plan Description](#)
- [Educational Partner Involvement](#)
- [Resource Inequities](#)
- [Comprehensive Needs Assessment](#)
- [Goals, Strategies/Activities, and Expenditures](#)
- [Annual Review](#)
- [Budget Summary](#)
- [Appendix A: Plan Requirements for Title I Schoolwide Programs](#)
- [Appendix B: Plan Requirements for School to Meet Federal School Improvement Planning Requirements](#)
- [Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, Targeted Support and Improvement [TSI], and Additional Targeted Support and Improvement [ATSI]), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Plan Description

Briefly describe the school's plan for effectively meeting the ESSA's planning requirements for CSI in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

- Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present

in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:

- When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Resource Inequities

This section is required for all schools eligible for CSI.

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.

Identified resource inequities must be addressed through implementation of the CSI plan. •

Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:

- When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and • Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:

- Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator

includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:

- When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school’s eligibility for CSI.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the “Strategy/Activity #” for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either “All Students” or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA’s LCAP.

- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: *Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.*

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the

ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for CSI.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements for Title I Schoolwide Programs

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

- B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

- A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
 - 1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
 - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. Use methods and instructional strategies that:
 - i. Strengthen the academic program in the school, ii. Increase the amount and quality of learning time, and
 - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a wellrounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. Strategies to improve students' skills outside the academic subject areas;
 - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds for CSI, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 - 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 - 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 - 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.
- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidanceevidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fq/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fq/fo/af/>

Updated by the California Department of Education, October 2023

