School Year: 2026-2027

Riverside County Community 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 Community School	33103303331055	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 Community School. Riverside County Community School was identified as eligible for comprehensive support and improvement in graduation rates. While the subgroup was not identified due to 'N" size, it should be noted that all schools under the Riverside Community Schools are Title I and will fall under the category of socio-economically disadvantaged.

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

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

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

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

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

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

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

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

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

As of the CALPADS Information Day census, student enrollment in RCOE Alternative Education programs totaled 285 in 2025-2026, with 181 in the Community School. The significant student groups in the Community School, by program, include 85.6% socioeconomically disadvantaged, 23.2% English learners, 3.9% foster youth, and 26.5% students with disabilities. For Community School students, predominately are male. All of the RCOE AE school sites qualify as Title I schools.

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 participated in LCAP educational partner meetings during the 2025-2026 school year, 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 alongside student data, state priorities, and the unique needs of our students. This year, the focus was on setting new goals and actions to accompany the new three-year LCAP plan.

During the 2024–2025 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.

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 Community 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), and Access to a Broad Course of Study (Priority 7).

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

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

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

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

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

ELPI Community School (Dashboard Data 2024-2025)
Community School data indicate that while students are continuing to engage in English language development, overall progress toward English proficiency has declined and remains an area of focus. Currently, 25.5% of students are making progress, reflecting a decrease from prior performance levels. At the same time, a notable portion of students (38%) are maintaining their current proficiency levels, demonstrating that many students are sustaining their language skills even if they are not yet advancing.
It is also important to consider that this data represents a small group of students (51 in total), so changes in a relatively small number can significantly affect overall percentages. This can lead to more noticeable year-to-year fluctuations and should be considered when interpreting trends.

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

Implications and Next Steps: Community Schools will focus on strengthening both designated and integrated English Language Development (ELD) instruction, with an emphasis on increasing opportunities for student engagement, structured academic conversations, and language practice across content areas. Additional attention will be given to long-term English learners, ensuring instruction is targeted to accelerate both language and academic growth. The stability seen in students maintaining their levels provides a foundation to build upon, with the goal of moving more students from simply maintaining to progressing in the coming year. Across Community Schools, the data highlights the importance of targeted, consistent instruction in English language development. Community Schools identify opportunities to strengthen instructional practices and accelerate student progress. Moving forward, the focus will be on ensuring that all students not only have access to language development opportunities but are actively progressing toward English proficiency.

ELPAC Community School

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

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

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

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 for continued focus on explicit writing instruction, reading comprehension strategies, and integrated English Language Development (ELD) across all content areas. Building on students' strengths in speaking, instructional efforts should emphasize bridging oral language skills into written expression and academic literacy. Ongoing use of formative assessment and

targeted support will be critical in accelerating language acquisition and increasing the number of students progressing toward proficiency.

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

This data reinforces the importance of targeted, relationship-based attendance support strategies within our program. We actively monitor attendance data in real time, allowing us to identify trends early, even slight increases—and respond proactively. This ongoing analysis directly informed our decision to implement Community Dropout Prevention Specialists (CDPS) this year to strengthen outreach efforts, including home visits and direct engagement with students and families. These strategies are designed to address attendance barriers more effectively and build meaningful connections with students who may be disengaged. While the current data serves as a baseline, we anticipate that the addition of CDPS, combined with consistent monitoring and responsive intervention, will lead to improved attendance outcomes over time.

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

In 2025, 7.9% of students are identified as “Prepared,” reflecting an increase of 2.6%, and placing the indicator in the Orange performance level. Over time, Community Schools demonstrate gradual improvement, increasing from 0.0% Prepared in 2019 and

2023 to 5.3% in 2024 and 7.9% in 2025. However, most students (89.5%) remain in the “Not Prepared” category, indicating continued need for growth in college and career readiness outcomes.

However, these gains must be viewed through the lens of student mobility and placement timelines. Data from the 2024-2025 school year show that 43.56% of Community School students are enrolled for only one semester, and the average length of stay is just 66 days. For community schools, the stability rate is 11.9% for 2024-2025. Fewer than one-third of students remain in the program for more than one year. This short-term enrollment creates significant barriers to fully accessing or completing the college and career readiness measures tracked by the CCI.

Taken together, these trends suggest that while overall enrollment numbers may appear stable, the system is serving a higher number of individual students for shorter durations. This increased mobility creates greater demand for continuous enrollment processes, rapid student intake, and frequent transitions. It may also lead to greater attendance variability and lower average daily attendance (ADA), as shorter stays can result in partial enrollments and gaps in instructional time. As a result, the focus shifts from maintaining stable cohorts to managing a dynamic flow of students throughout the year.

These trends have important implications for planning academic, career technical education (CTE), and college readiness programming. Academically, there is a growing need for flexible, modular instruction that allows students to quickly engage in learning and complete meaningful units of study within a limited timeframe. Initial assessments and placement processes must occur rapidly to ensure students are appropriately supported from the moment they enter.

For CTE programming, shorter lengths of stay make it more challenging for students to complete traditional multi-course pathways. Programs may need to emphasize introductory experiences, exposure to career fields, and opportunities to earn short-term or stackable credentials that provide immediate value. This ensures that even students with brief enrollments leave with tangible skills or certifications.

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

Graduation Rates

DASS 1-Year Graduation Rate

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

Combined Four- and Five-Year Graduation Rate

The combined four- and five-year graduation rate for Community School declined to 23.7% in the 2024–2025 school year, down from 32.5% in 2024, representing an 8.8 percentage point decrease and maintaining a Red performance level. Among the students in this cohort, 23.7% graduated within 4 years, with no students completing in a 5th year, while 76.3% did not graduate within the timeframe. Subgroup outcomes show variation across student populations, with some groups performing slightly above the overall rate. Students with disabilities had the highest graduation rate at 28.6%, while socioeconomically disadvantaged students, who comprise most of the population, graduated at a rate of 23.7%, mirroring the overall average. Hispanic students had a graduation rate of 18.5%, reflecting a decline and representing one of the lowest-performing subgroups. Other student groups had limited reportable data due to small cohort sizes, a common feature of alternative education settings.

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

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

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

Conditions/Climate California Health Kids Survey (CHKS)
The California Healthy Kids Survey (CHKS) is a voluntary survey given to students. It helps schools and communities understand student well-being, safety, and engagement. The survey covers various topics like school climate, drug and alcohol use, and mental health. It provides data for important state programs and allows districts to focus on local issues. Over the past several years, Community School survey data show a mix of growth and emerging challenges in student experience. Positive trends include improvements in key areas such as academic motivation (increasing to 62%) and caring adult relationships (up to 65%), indicating that students generally feel supported at school.

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

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

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

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

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

#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

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

The CDE Dashboard for Community Schools reflects a more comprehensive performance profile, with multiple indicators receiving color ratings. Overall performance trends toward Red and Orange, including English Language Arts, English Learner Progress, and Graduation Rate (Red), and Mathematics, College/Career, and Chronic Absenteeism (Orange), while Suspension Rate remains a strength (Blue). Some indicators show improvement in points, such as Mathematics, College/Career, and Chronic Absenteeism, though not enough to shift color ratings, while others, including English Learner Progress and Graduation Rate, show some decline. Taken together, the data reflect consistent strengths in maintaining low suspension rates alongside ongoing needs in academic achievement and long-term student outcomes, providing a broader picture of systemwide performance.

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

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

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

In summary, the goal of demonstrating growth towards meeting or exceeding standards in ELA and Math aligns with multiple California state priorities outlined in the LCAP, including Basic Services, State Standards, Pupil Achievement, Course Access, and Student

Outcomes. By focusing on improving academic proficiency in these core subjects, the RCOE aims to provide high-quality education and support the success of all students.

An explanation of why the LEA has developed this goal:

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

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

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

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

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

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

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

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 Community School (Priority 8).	NWEA ELA paired assessment growth rates for Community school (Priority 8) 51.35% showed MAP growth in ELA for Community School in 25-26	The percent meeting/exceeding on the NWEA in ELA for all students will be 50%.
NWEA Math paired assessment growth rates for Community School (Priority 8).	NWEA Math paired assessment growth rates for Community School (Priority 8) 67.65% showed MAP growth in Math for Community School in 25-26	The percent meeting/exceeding on the NWEA in Math for all student will be 70%.
Community School CAASPP ELA (Priority 4).	The distance from standard was 150.6 points below standard Maintained 2.7 Points Number of Students: 47. 5.98% met or exceeded the standard in 2024-2025	The distance from standard will be set when a signif in the aggregate and for each student group.
Community School CAASPP math (Priority 4).	The distance from standard was 195 on the CAASPP in Math for Community School an increase of 14.2 points. 4.27% students meet or exceed the standard Subgroup (47) 2024-2025	The distance from standard will be set when a signif 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 Community School is 0%, 100% effective	Teachers deemed to be effective according to School Accountability Report Card in Court of Community School will be maintained at 100%.
Certification to teach English learners (CLAD, BCLAD, or SDAIE/SB1292) (Priority 1).	Certification to teach English learners (CLAD, BCLAD, or SDAIE/SB1292) was at 100%in 2023-2024	Certification to teach English learners (CLAD, BCLAD, or SDAIE/SB1292) 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

Strategies/Activities

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

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	$40,000 $3,013	Title I Part A Supp Conc
1.2	**School Aligned Resources** Students have students have access to standards-aligned instructional materials in multiple modalities.	All Students	$35,756 $17,413 $10,422	UnLottery EPA ResLottery
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	$138,051 $118,403	Supp Conc Title 1 Part A

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	$29,140 $183,231 $16,950	Un Lottery LCFF Equity Title I Part A

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 $2,775 $4,000	CSI Title I, IV, II, CSI Title I Part A 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	$279,576	LCFF/Title I Part A

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

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

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

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
Community School four/five-year graduation rate.	27.5% four-year, 32.5% five-year	Community School 30% four-year, 35% five-year graduation rate.
Community School DASS One-Year High School Graduation Rate on the California Dashboard (Priority 5).	The Community School DASS One-Year Graduation Rate was 100% in 2023-2024	Achieve 90% Community School DASS One-Year High School Graduation Rate.

Community School College/Career Indicator on the California Dashboard (Priority 4).	Community School CCI was 12.8% in 2023-2024	Achieve a 6% CCI Rate.

English learner growth on the Test of English Language Learners (TELL) English Language Learners (TELL) (Priority 8).	EL students scoring well-developed on the Language Tree Assessment: Listening: 7.7% Reading: 3/6% Speaking: 33.3% Writing: 7.7%	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%.
Community School Students ELPAC (Priority 4).	Community School ELPAC for 2023-2024 3.85% classified as Level 4, indicating a well-developed, 36.54%, fall into Level 3, indicating a moderately developed proficiency.	Community School ELPAC 55% of students will be either well developed or moderately

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 2024-2025	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 2024-2025	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	$191,240	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	$248,587 $35,096 $40,860 $169,150	Title I Part A Perkins CTEIG K12 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	$49,025 $5,054	Title I Part A Supp Conc

2.4	**College and Career Indicatory (CCI) Planning and Awareness** Implement comprehensive college readiness programming, integrating college introductions, tours, CTE opportunities, and transition activities. This includes career inventories, college assessments (PSAT, AP exams, ACT, SAT), summer camps, and counselor support for college applications, financial aid, and FAFSA completion. Additionally, strategically plan CCI readiness through academic scheduling, expand dual enrollment, IB, AP, and CTE offerings, embed literacy and numeracy skills, provide SBAC preparation, and offer concentrated support for underrepresented groups in accessing dual enrollment, college and career guidance, and FAFSA completion	All Students	$26,366 $58,519	Supp Conc Title I Part A
2.5	**Attendance Support and Focus** School social workers directly support 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	$23,300 $246,677	LCFF Supp Supp Conc
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	$15,220 $80,610 $6,618	IDEA Spec 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 learner Students	$1,275 $27,872 $1,594	LCFF Title I Part A Title II
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	$319 $42,990	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	$2,869	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	$3,200 $6,038	CTEIG 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	$52,200	Title I Part A

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.

2.1 Effective. Alternative Education continues to offer five (5) career pathways in Culinary Arts, Welding & Joinery, Residential & Commercial Construction, Digital Media, and Cyber Security (Cyber Security is offered in partnership with UCR Extension and is taught virtually by UCR Extension personnel). During the prior 2023-2024 academic year, students in three (3) of the Career Pathways had access to dual enrollment or articulated credit: Welding & Joinery (articulation with Bastow Community College), Digital Media (articulation with Riverside City College), and Cyber Security (Dual Enrollment with UCR Extension). Effective with the current (20242025) academic year, two additional pathways offered articulated (early college credit): Culinary Arts (articulation with Mt. San Jacinto College) and Construction (articulation with Norco College). Students enrolled in courses articulated with area community colleges are eligible for free (early) college credit for adequate performance in the overall CTE courses and on the final assessments in these classes.

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

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

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

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

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

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

2.7 Support for EL – 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 GED – Effective - All students who took the GED/HiSET in court and community schools passed the exam.

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

2.10 Student-Led Enterprise -effective- Students completed financial literacy courses and held local elections to determine leaders for the Skills USA Chapter meetings.

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

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

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

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
Community School Suspension Rate	There was a 2.5 % suspension rate in the 2023-2024 School Year.	<1% Suspension Rates
Student Expulsion Rates (Priority 6)	Community School student expulsion rates were zero.	Community School student expulsion rates were zero.
Student Attendance Rates (Priority 5)	Student attendance rates were 88.7% at the Community School in 2023-2024	Achieve a 90% overall student attendance rate.
Community Student Chronic Absenteeism Rates (Priority 5)	42.2% Chronic Absenteeism	≤25% Chronic Absenteeism

School Safety (Priority 6) California Health Kids Survey (CHKS)	Community School Perceived Safety at School: Very safe: 25% Safe: 35% = total: 60% feel very safe or safe	The percent of students responding that they feel ve

Safe and Clean Facilities (Priority 1) Facilities Inspection Tool	All facilities were rated as in good condition in 2023-2024 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	Community School: Overall score on Student Competency & Well-Being Measure 43.15%	The percent of students overall responding favorably on the Panorama Screener will be at 62%.
Parental Involvement: (Priority 3)- CDE Parent Engagement Self-Reflection Tool	The average rating on the CDE Parent Engagement Self-Reflection Tool for Seeking Input for Building Relationships, Building Partnerships for Student Outcomes, and Decision Making was at full implementation in 2024-2025	Maintain average rating on the CDE Parent Engager

Strategies/Activities

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

3.1	**Parent/Guardian workshops and Committees** Training and support to educators and families that help both groups work collaboratively to build trusting relationships and partnerships focused on supporting improved student outcomes. These regular workshops and seminars for parents and guardians on topics such as effective communication strategies, navigating the education system, and supporting student learning at home will occur through PIQE, College Success, various parent advisory committees, SSC, ELAC, DELAC, Awards Ceremonies, parent information nights, etc.	All Students	$18,490	Title I Part A
3.2	**Parent Information Systems** The use of various parent outreach systems and opportunities to communicate about student progress and programming. (Parent Square, Community Outreach activities)	All Students	$1,007	LCFF
3.3	**Multilingual Communication** Translation is 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	$5,898	LCFF

3.4	**Behavioral Health** Implement and monitor mental health/social health wellness and screener to provide mental health and supports by providing a multi-tiered system of intervention. Students have access to licensed behavioral health therapist (BHT) on each school campus. Families are provided direct support as well as linkage to supporting community agencies and resources.	All Students	$17,030 $219,461 $6,812 $134,838	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	$478 $10,855	TUPE LCFF
3.6	**Student Sports, Activities, and After School Programs** Integrate intramural sports teams, school activities such as eSports tournaments, after-school programs, and experiential learning trips to enrich student engagement and foster a stronger sense of connection to the school community.	All Students	$22,500	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	$25,729	Supp Conc

3.8	**School Safety Personnel and Services** Provide campus security supervisors at each Community School site. Supporting safety and social emotional learning as well as informal mentorship and guidance.	All Students	$984,398	LCFF
3.9	**School Safety Equipment** Maintain PPE supplies and school safety equipment/infrastructure (e.g., alarms, security cameras, two-way radios).	All Students	$2,646	LCFF
3.10	**Clean Schools** Implement custodial services, work orders, and contracted services for cleaning at partner sites.	All Students	$239,924	LCFF
3.11	**Physical Health** At all community schools, students have access to health services through Hazel Health. These services extend beyond school hours to ensure that families can address and prevent health concerns promptly, thereby mitigating the risk of serious health issues.	All Students	$43,044	Supp Conc

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.

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

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	$ 3,169,356
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$ 4,156,702
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	$38,941
Perkins	$11,188

Subtotal of additional federal funds included for this school: $50,129

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	$44,060
K12 Strong Workforce	$175,188
Lottery Unrestricted	$64,896
Lottery Restricted	$10,422
Special Ed	$87,228
School-linked Capacity Grant, Mental Health Coach	$134,838
Student Support and Enrichment Block Grant	$219,461
TUPE	$7,290
LCFF	$2,260,276

Subtotal of state or local funds included for this school: $ 3,003,659

Total of federal, state, and/or local funds for this school: $3,053,788

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.

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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:

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and • **T**ime-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 (S*ections: 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 (S*ections: 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 (S*ections: 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/fg/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/fg/fo/af/

Updated by the California Department of Education, October 2023